

myview[®] L I T E R A C Y



Your Journey with



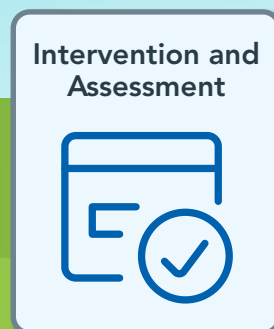
myView Literacy® is a K–5 evidence-based ELA curriculum that empowers teachers and transforms students. Grounded in the Science of Reading, *myView*’s explicit and systematic daily instruction boosts student achievement and develops strong readers and writers.

With a proven commitment to ease of use, coupled with student engagement, *myView Literacy* strives to ensure that both teachers and students feel supported along their Science of Reading journey.

Explore *myView Literacy*’s roadmap through high-quality, Science of Reading instruction.

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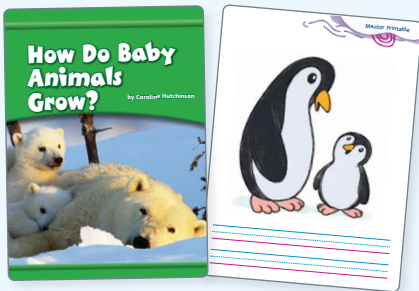
Data-Driven Results



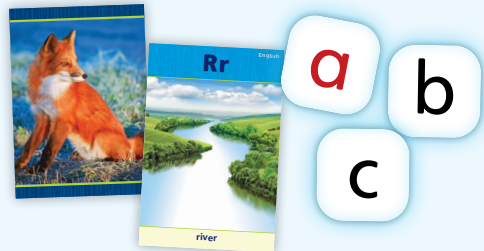
Ongoing Professional Development



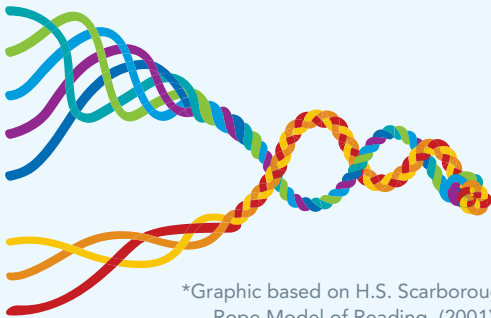
Integrated Reading and Writing



Structured Literacy Instruction



Evidence-Based Pedagogy



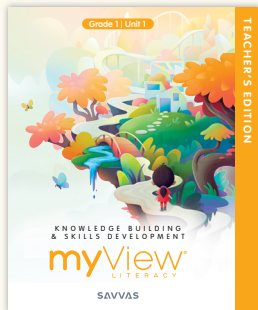
*Graphic based on H.S. Scarborough's Rope Model of Reading. (2001)

Print and Digital Resources

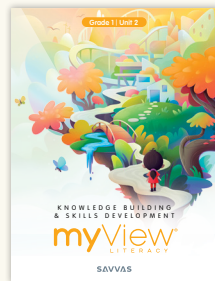
Grounded in the Science of Reading, *myView Literacy* improves learning outcomes* and is proven to accelerate learning.

The 4 CORE

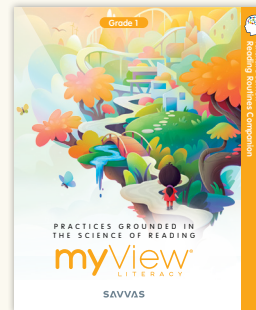
Everything required to begin instruction starts with these four connected resources that establish routines, save planning time, and prioritize student achievement.



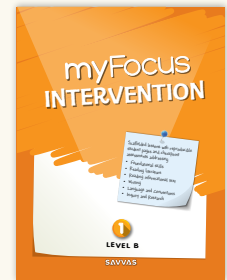
Teacher's Edition
Step-by-step explicit reading and writing instruction that saves planning time.



Student Interactive
One engaging and colorful book that organizes everything a student needs for reading and writing success.



Reading Routines Companion
Routine-based instruction for deeper practice and structured differentiation support.



myFocus Intervention
Scaffolded lessons connected to the week's instruction targeting skills for student intervention.

Engaging Literature

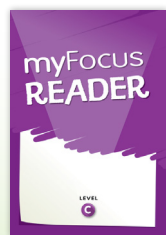
A diverse selection of genres featuring authentic literature that builds knowledge and inspires a lifelong love of reading and writing.



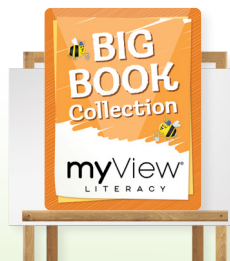
Trade Books



myView Readers



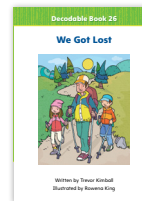
myFocus Reader



Big Book Collection
Grades K-1

Foundational Skills and Practice

Comprehensive system for explicit foundational skills instruction and practice.



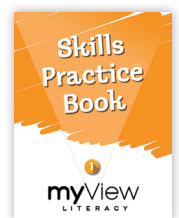
Decodable Readers



Letter Tiles



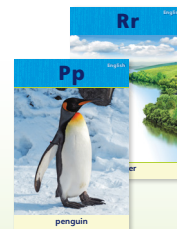
High-Frequency Word Cards



Skills Practice Book



Picture Word Cards



Alphabet Cards



Sound-Spelling Cards



*Read more about the efficacy study performed by JEM & R, an independent research and evaluation firm.



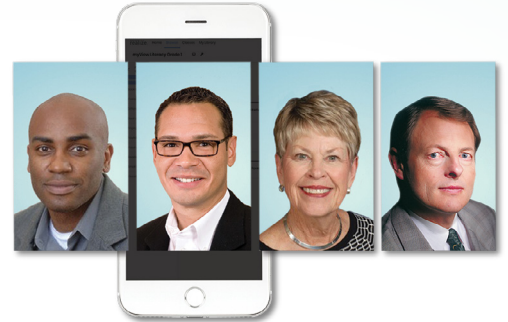
PRINT AND DIGITAL MATERIALS



Assessment Guide



Multilingual Learners:
Language Awareness
Handbook



The Professional Development Center

SAVVAS realize® Additional Teacher Resources

Small Group Guide

A professional development resource for learning how to elevate all aspects of small group time.

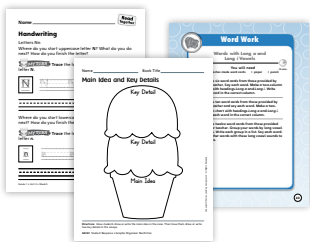
Dual Language Implementation Guide

Use this guide to create a holistic literacy experience in both languages.

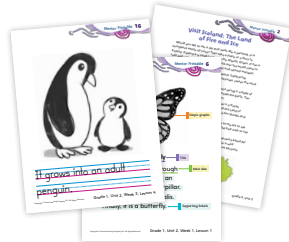
Conference Checklists

Questions and recording checklists to help make the most of your one-on-one writing sessions.

Technology That Engages and Inspires



Additional Student
Resources



Mentor Text
Printables



Digital Games

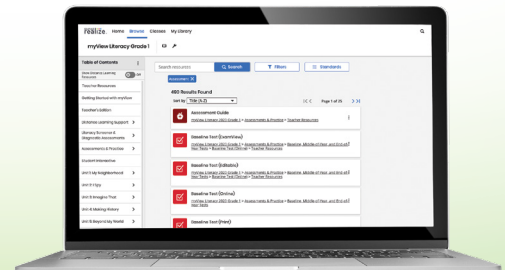
SAVVAS·NOW® LITERACY



Savvas Now® Literacy

24/7 Access to Assessments

Assessments can be printed or administered digitally on SavvasRealize.com. With an age-appropriate interface, multiple-choice auto grading, and a wide variety of options to choose from, Savvas Realize® makes assessment both easy and meaningful.



The Path Toward Building Knowledge

START
HERE

Essential Questions

Each unit in *myView Literacy* is vertically aligned across grade levels and builds knowledge with an Essential Question that anchors the weekly texts, increases brain-based connections, and elevates understanding.



Focus on Text

1



The **Spotlight on Genre** highlights three texts in a focus genre of the unit. Two other texts spiral through different text types and connect to the unit theme.

Introduce the Unit

3

Introduce the Unit begins by talking about the Essential Question. Jumpstart background knowledge with a **Unit Video** and get students talking about what they already know within the topic.

Set Goals

4

Setting both **Independent Reading Goals** and Unit Learning Goals at the beginning of each unit allows students to take ownership and understand their purpose for learning throughout each week.



Plan Long Term

2

The **Skills Overview** page at the beginning of each unit showcases the skills and strategies that students will focus on throughout the unit. It gives teachers a quick at-a-glance view of the entire unit.



Build Vocabulary

5

Academic Vocabulary words are built upon each week through lessons that explore Morphological Connections, Synonyms, Antonyms, Oral Language, and more. Teachers introduce words at the beginning of the unit and plant the seeds for future word growth.

Plus

Differentiation Support for Multilingual Learners

Blue LANGUAGE LINKS and **LANGUAGE SUPPORT** boxes highlight stepped-out support for multilingual learners learning academic vocabulary and make connections across languages.

LANGUAGE LINKS

Multilingual Learners

Cognates Point out the Spanish cognates in this unit's Academic Vocabulary:

- acquire : *adquirir*
- classified : *clasificado*
- defense : *defensa*
- sufficient : *suficiente*
- survive : *sobrevivir*

Encourage Spanish speakers to apply knowledge of their home language as a strategy to help them understand and remember the meanings of these words.

LANGUAGE SUPPORT

Multilingual Learners

SPEAKING Display and pronounce each Academic Vocabulary word for students: *acquire*, *classified*, *defense*, *sufficient*, and *survive*.

Light Have student pairs tell how the Academic Vocabulary words are connected.

Moderate Have each student choose two words and describe the relationship between words to a partner.

Substantial With teacher guidance and visual supports, have students describe how the words are connected.

Plan Your Week

The Teacher's Editions in *myView Literacy* provide comprehensive instruction and resources. The weekly instructional sequences within each unit follow a consistent routine allowing students to focus on learning and thrive.



LESSON 1

Reading, pp. T14–T23

Foundational Skills

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Decode Words with Initial Consonant Blends
- High-Frequency Words

Weekly Launch

Build Knowledge: “How Big Is the Baby?”

Listening Comprehension

Read Aloud: “A Kit Grows Up”

Genre

Informational Text

Formative Assessment

Academic Vocabulary

Related Words



Writing, pp. T282–T285

Informational Book

Prewrite: Informational Book

Spelling

Assess Prior Knowledge Initial Consonant Blends

Language & Conventions

Review: Sentences with Nouns, Verbs, and Adjectives

LESSON 2

Reading, pp. T28–T39

Foundational Skills

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Decode and Write Words with Initial Consonant Blends
- Formative Assessment**
- Connect to Spelling
- High-Frequency Words

Read the Text

- Preview Vocabulary
- Read Together: *The Life of a Frog*

Respond to Text

- Check for Understanding
- Develop Vocabulary
- Formative Assessment**

Writing, pp. T286–T289

Informational Book

Prewrite: Informational Books: Main Idea and Details

Handwriting

Letters Tt

Spelling

Teach: Initial Consonant Blends

Language & Conventions

Oral Language: Simple Sentences

LESSON 3

Reading, pp. T40–T41

Foundational Skills

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Decode and Write Words with Initial Consonant Blends
- High-Frequency Words

Comprehension

Find the Main Idea

Formative Assessment

Author's Craft

Read Like a Writer
Word Choice

Writing, pp. T290–T293

Informational Book

Prewrite: Informational Books: Main Idea and Details

Formative Assessment

Spelling

More Practice: Initial Consonant Blends

Language & Conventions

Teach: Simple Sentences



Small Group, pp. T24–T27

- Skill Groups: Identify Informational Text; Foundational Skills Review and Reinforce
- Intervention Group
- Challenge Group
- Independent Activity Options

Small Group, pp. T40–T41

- Skill Groups: Initial Consonant Blends; Develop Vocabulary
- Intervention Group
- Fluency Group
- Independent Activity Options

Small Group, pp. T42–T43

- Skill Groups: Foundational Skills Review and Reinforce
- Intervention Group
- Fluency Group
- Independent Activity Options



WEEKLY PLANNER

UNIT 2 WEEK 1 SPY		WEEKLY PLANNER
Plan Your Week		
Weekly Question: How do animals grow and change?	Lesson 1 Reading, pp. T14-T18	Lesson 2 Reading, pp. T19-T23
Learning Goals - Phonological Awareness: Segment and Blend Phonemes - Phonics: Decode Words with Initial Consonant Blends - High-Frequency Words	Foundational Skills - Phonological Awareness: Segment and Blend Phonemes - Phonics: Decode and Write Words with Initial Consonant Blends - High-Frequency Words	Foundational Skills - Phonological Awareness: Segment and Blend Phonemes - Phonics: Decode and Write Words with Initial Consonant Blends - High-Frequency Words
Words of the Week - big, change, slowly, fly, see, hole, come, like - phonics: slowly, hole, see, fly, come, like - phonics: slowly, hole, see, fly, come, like - phonics: slowly, hole, see, fly, come, like	Writing Write About: "Big Fly in the Box"	Writing Write About: "Big Fly in the Box"
Weekly Materials - Teacher's Edition, pp. T14-T18 - Student Information Book, pp. T14-T18 - Language Assessment: Initial Consonant Blends - Language Assessment: Initial Consonant Blends	Informational Book Phonics: Initial Consonant Blends	Informational Book Phonics: Initial Consonant Blends
Monitor Progress - Daily Exit Ticket - Monitor Progress: The Life of a Frog - Monitor Progress: The Life of a Frog	Monitor Progress - Daily Exit Ticket - Monitor Progress: The Life of a Frog - Monitor Progress: The Life of a Frog	Monitor Progress - Daily Exit Ticket - Monitor Progress: The Life of a Frog - Monitor Progress: The Life of a Frog

Easily plan and deliver instruction with **TEACHER PRESENTATION SLIDES**.



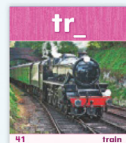
LESSON 4		LESSON 5
2-T47	Reading, pp. T50-T55	Reading, pp. T58-T61
Foundational Skills - Phonological Awareness: Final Sounds - Phonics: Decode and Write Words with Final x Formative Assessment - Decodable Story: <i>Big Fox, Little Fox</i> Comprehension Find Important Details: <i>The Life of a Frog</i> Formative Assessment	Foundational Skills - Phonological Awareness: Change Phonemes - Phonics: Review Qq, Vv, Yy, Zz Monitor Progress for Mastery - Cumulative Review Compare Texts Reflect and Share: Talk About Formative Assessment	Foundational Skills - Phonological Awareness: Change Phonemes - Phonics: Review Qq, Vv, Yy, Zz Monitor Progress for Mastery - Cumulative Review Compare Texts Reflect and Share: Talk About Formative Assessment
0-T293	Writing, pp. T294-T297	Writing, pp. T298-T301
Informational Book Prewrite: Brainstorm a Topic and Main Idea Handwriting Write Letters Spelling Review: qu, v, y, z Language & Conventions Practice: Simple Sentences	Informational Book Prewrite: Plan Your Informational Book Formative Assessment Spelling Assess Understanding Initial Consonant Blends Language & Conventions Standards Practice	Informational Book Prewrite: Plan Your Informational Book Formative Assessment Spelling Assess Understanding Initial Consonant Blends Language & Conventions Standards Practice
4-T48-T49	Small Group, pp. T56-T57	Small Group, pp. T62-T63
Find the Main Idea; Skills Review and Reinforce	Small Group - Skill Groups: Final /ks/ Spelled x; Find Important Details - Intervention Group - Fluency Group - Independent Activity Options	Small Group - Skill Group: Compare Texts - Language Checkpoint - Intervention Group - Challenge Group - Independent Activity Options

Daily Foundational Skills

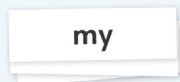
Gather Your Materials

Gather Your Materials planning pages allow teachers to seamlessly plan the week's instruction with clear visuals for all the resources needed to deliver each lesson.

Lesson 1



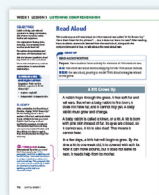
Sound-Spelling Card 41



High-Frequency Word Cards
my, saw, help, come, little



Big Book of Songs and Poems, pp. 7–12



Read Aloud
“A Kit Grows Up”



Mentor Printable 6



Letter Tiles



Digital Practice
Phonics: Consonant Blends



Weekly Launch
“How Big Is the Baby?”



Informational Text
Anchor Chart

Lesson 2



Letter Tiles



High-Frequency Word Cards
my, saw, help, come, little



Mentor Printable 6



Practice
Phonics: Initial Consonant Blends, p. 69



Read Together
The Life of a Frog



Practice
Handwriting: Letters Tt, p. 87

Lesson 3



Sound-Spelling Card 27



Digital Practice
Phonics: Final Xx; Qu, qu



Articulation Video
18 /ks/



Mentor Printable 6



UNIT 2 WEEK 1 | SPY

Gather Your Materials

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Assessment

Teacher-Led Small Group

Materials for Small Group Independent Activities

Lesson 4

Lesson 5



Letter Tiles

my

High-Frequency Word Cards
my, saw, help, come, little



Read Together
The Life of a Frog



Practice Spelling: Words with Initial Consonant Blends, p. 97



Letter Tiles



Practice Phonics: ks Sound Spelled x, p. 70



Decodable Story
Big Fox, Little Fox



Read Together
The Life of a Frog



Mentor Printable 7



Practice Handwriting: Write Letters, p. 88



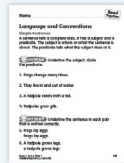
Practice My Words to Know:
my, saw, help, come, little, p. 81



Read Together
The Life of a Frog



Mentor Printable 8



Practice Language and Conventions: Simple Sentences, p. 103

LESSON AT A GLANCE

Phonological Awareness

Daily phonological awareness lessons in *myView Literacy* develop skills through practical application, progress in complexity, and spiral continuously. The Teacher's Editions work in tandem with the Reading Routines Companion book to ensure thorough coverage of skills.

OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

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

Identify and read common high-frequency words.

Start each lesson by stating lesson **OBJECTIVES**.

Phonological Awareness

Segment and Blend Phonemes

- 1 TEACH See and Say** Point to the picture of the flag on p. 12 in the *Student Interactive*. Tell students to listen to each sound as you say the word *flag*. Repeat segmenting and blending several times. Say: /f/ /l/ /a/ /g/, *flag*. Listen to the beginning sounds in this word: /f/ /l/ -ag. *flag*.
- 2 MODEL AND GUIDE PRACTICE** Point to the picture of the crab on p. 12 in the *Student Interactive*. Model how to blend and segment the word, pointing out the beginning sounds. Then guide students to segment and blend the words *frog*, *truck*, *flame*, *clock*, *green*, *glue*, and *brown*.

Reading Routines Companion For an additional routine and practice with segmenting and blending phonemes, see pp. 39–40.

TEACH with explicit teacher directions and verbiage.

MODEL AND GUIDE PRACTICE with lots of examples and pages in the *Student Interactive*.

LOOK for this icon to identify lessons with a multisensory focus.



Sound-Spelling Cards bring auditory and visual senses together.



Extend lessons for even more explicit instruction and practice with the **Reading Routines Companion** that accompanies instruction each day.

STEP 1 INTRODUCE

Gather four counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 MODEL

- Listen to this word: *plan*. Have students repeat the word. Segment the sounds of the word, placing a counter from left to right as you say each phoneme. Listen to the sounds in the word: /p/ /l/ /a/ /n/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /p/ /l/ /a/ /n/. What is the first sound? (/p/) What is the second sound? (/l/) What is the third sound? (/a/) What is the last sound? (/n/)
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word: /p/ /l/ /a/ /n/, *plan*. Try it with me: /p/ /l/ /a/ /n/, *plan*.

STEP 3 GUIDE PRACTICE

Provide students with counters. Listen to this word: *drop*. Have students place counters as they break *drop* into its individual sounds and say each sound: /d/ /r/ /o/ /p/. Now sweep your hand under the counters and say the sounds quickly: *drop*. What is the word? (*drop*)

STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

brag slot twig clam swim crop flap spot

MULTISENSORY



Multisensory work like using counters to blend and segment are proven to increase brain connections in learning.



/p/ /l/



plan



Resources like Articulation Videos and “Sound Rainforest” give students explicit modeling and practice.

LESSON AT A GLANCE

Phonics

Understanding the relationships between letters and sounds is paramount to code-breaking the English language. *myView Literacy* steps teachers and students through with a strong focus on a systematic sequence, explicit modeling, and verbiage, all anchored with deliberate practice.

OBJECTIVES

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

Identify and read common high-frequency words.

Lesson **OBJECTIVES** can be used for teacher guidance or can be modified with student-friendly language to encourage student ownership.

Phonics Decode and Write Words with Initial Consonant Blends

- 1 TEACH** Review with students that initial consonant blends appear at the beginning of a word and that the sound of both consonants is heard.
- 2 MODEL AND GUIDE PRACTICE** Write the following VC patterns on index cards in black: *-at, -ab, -ip, -op*. On another set of index cards, write the following initial consonant blends in red: *cr, fl, st, gr*. Model how to put an initial consonant blend together with an ending to create a word. Say: *If you put the initial consonant blend fl with the letters at, you can make the word flat.* Point to the word *flat* and have students read it. Then have students work with a partner to make and read words with initial consonant blends. (*grab, crab; flop, stop; grip, flip*)
- 3 PRACTICE Turn, Talk, and Share** Have partners decode the words at the top of p. 20 in the *Student Interactive*.

NUMBERED STEPS

provide a systematic routine of instruction.

MULTISENSORY



Multisensory practice helps students make connections.

f l a t



g r a b



Initial Consonant Blends

My Turn and Talk Decode these words with a partner.

flat	sled	trip
stop	clip	drip

My Turn Say the picture name. Write the blend to finish the word. Read each word.



crab



ag



PRACTICE time allows for application of skills.



CONNECT TO SPELLING

Initial Consonant Blends

Dictation Tell students that you will segment the sounds in each word. They should repeat the sounds in each word as they write it. Have students check the spelling of each word before saying the next one.

/f/ /l/ /a/ /t/ flat /s/ /t/ /o/ /p/ stop

/s/ /l/ /e/ /d/ sled /k/ /l/ /i/ /p/ clip

ENCODING PRACTICE builds connections between reading and writing.

CONNECTED RESOURCES

- Segment and Blend Phonemes
- Decode Words with Initial Consonant Blends

↓ **Teacher's Edition,**
pp. T14-T15

↓ **Reading Routines Companion,**
pp. 39-40, 209-210, 315-318, 388



↓ **Digital Practice, Phonics:**
Initial Consonant Blends

↓ **myFocus Intervention Teacher's Guide,**
Lessons 7-9, 15

CONNECTED RESOURCES

show a cohesive skills trace so teachers can tailor instruction.



FORMATIVE ASSESSMENT OPPORTUNITY

FORMATIVE ASSESSMENT

MONITOR PROGRESS ☒ Initial Consonant Blends

Choose from the following options.

- Write the following words. Notice errors as you have the class read the words aloud. Ask volunteers to reread some of the words, and then have students write a word with an initial consonant blend.

spin flap plum sled skip snap drop swim

EXIT TICKET

See SavvasRealize.com for an exit ticket on initial consonant blends.

If students cannot decode and write words with initial consonant blends, or cannot complete the exit ticket, use the Skill Group on p. T40.

MONITOR PROGRESS and provide differentiation support.

High-Frequency Words Instruction

High-frequency words instruction helps students identify phonetically irregular words within the English language and makes connections to phonetically regular words that they will encounter frequently within text. In *myView Literacy*, teachers use clear, concise language to model and help students grasp these “tricky words.”

Lesson Excerpts



- Display *saw* and point to the *s*. We know the letter *s* spells /s/.
- Circle *aw*. In the word *saw*, the sound /a· / is spelled *aw*. Blend and read this word with me: *saw*.



- Help students make connections between words they have learned. We just learned the word *my*. We also know the word *by*. Both of these words end in the sound /i/ spelled *y*.

are
little
help

- Repeat with the other words, pointing out the sound-spellings that students know, and then circling the letters that do not follow the sound-spellings they have learned.

Decoding Application

Decodable readers are an important component of reading instruction. Multiple opportunities to apply decoding skills in context scaffold students toward independence and build strong reading skills.

Each phonics skill and high-frequency word is paired with multiple readers that students use to master grapheme mapping, decoding skills, and fluency.





Cumulative Review

How do we ensure that students have both mastered content at the end of the week AND that they don't lose skills over time? A weekly cumulative review ensures that students are revisiting and building upon the skills they have learned.

Cumulative Review at a Glance

Phonological Awareness

Use these words to review initial and final sounds, and changing, segmenting, and blending phonemes.

Identify Initial and Final Sounds /kw/, /y/, /v/, /z/, /ks/	→ fuzz, quick, yes, Vic, fox
Change Phonemes	→ tap (cap), big (bin), log (lag), pin (tin)
Segment and Blend Phonemes	→ slug, grip, box, help, plan

Phonics and High-Frequency Words

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

Initial Consonant Blends	→ clap, flip, spin, stop, grab
Final Xx	→ wax, fix, box
Qu, qu	→ quit, quiz, queen
Consonants Vv, Yy, Zz, Rr, Ww, Jj, and Kk	→ run, zen, Jen, vet, zap, wet, yes, Viv, yak
High-Frequency Words	→ saw, here, help, little, go, where
Integrated Review	→ jet, here, clip, wig, quiz, rat, van, where, kid, fox, flat, come

SPIRALING SKILLS

activates prior knowledge and leads to deeper learning connections.



FORMATIVE ASSESSMENT OPPORTUNITY

Monitor Progress for Mastery

Mastery of skills is a process. With weekly progress monitoring assessments, teachers can feel confident knowing the current levels of understanding of each of their students.

Henry on Wheels

Name _____

High-Frequency Words

Directions: Choose the word that best completes each sentence.

- _____ will have fruit after dinner.
☐ We ☐ Us ☐ Them
- They _____ not have a dog.
☐ are ☐ is ☐ do
- We put our books on _____ shelf.
☐ the ☐ next ☐ too
- Will you go to the store with _____?
☐ I ☐ me ☐ they
- I _____ to play catch at recess.
☐ will ☐ like ☐ can

Word Study: Week at a Glance

The need for strong foundational skills in reading doesn't stop at third grade. Older readers need just as much explicit instruction and scaffolding support as they did in the primary grades. *myView Literacy* not only recognizes this need but goes above and beyond to ensure we are supporting teachers in giving students foundational skills instruction, regardless of reading level each and every day.

LOOK for blue LANGUAGE LINKS that help teachers provide multilingual learner support.

LANGUAGE LINKS

DAY
1

Introduce and Model Skill

The consistent routine of: **TEACH, MODEL AND GUIDE PRACTICE**, and **PRACTICE** ensures that teachers explain generalizations explicitly and students have access to plenty of meaningful, deliberate practice.

DAY
2

Word Study in Context

Word Study is most meaningful when connected with text. In Lesson 2, teachers and students apply word study skills within the weekly text and connect to spelling to deepen understanding.

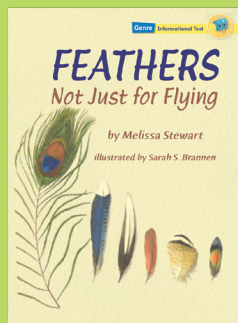
DAY
3

Practice Slides, Pages, and Reading Application

Word Study Slides, Practice Pages, and Readers make Lesson 3 a day all about practice. Collaborative and independent practice provide valuable formative feedback for teachers.

Plurals	Examples
Add -s to the singular form of most nouns.	
Add -es to words that end with <i>sh, ch, x, s, z</i> .	
For words that end with a consonant and -y, drop the <i>y</i> and add -ies. For words that end in a vowel and -y, add -s.	

Graphic Organizers



Weekly Text



Word Study Anchor Charts

Reading

Plurals

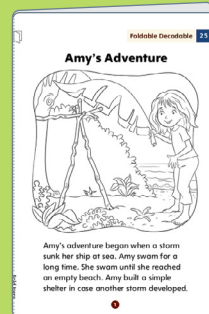
A plural noun refers to two or more people, places, or things. Usually, a noun can be changed from singular to plural by adding -s. In plural nouns, the letter *s* usually spells the sound *s*. In the word *boxes*, singular nouns that end in *ch, sh, s, z*, or *x* can be made plural by adding -es to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

Activity Read each regular plural noun. Then complete the chart.

Plural Noun	Add <i>-ing</i> or <i>-ed</i> ?	Singular Noun
systems	no	system
snatches		
appliances		
harmes		
foams		
snatches		

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

Practice Pages



Foldable Decodables/Readers

Word Study

Plurals

A noun is a person, place, or thing. A plural noun refers to two or more people, places, or things. Plural nouns formed by adding -s or -es are called regular plurals.

- Make singular nouns plural by adding -s to the end. In plural nouns, the letter *s* usually spells the sound *s*. (Shel: shells)
- Make singular nouns ending in *ch, sh, s, z*, or a plural by adding -es. Adding -es to a noun adds a syllable to the base word. (snatch: snatches)
- Make singular nouns ending in a consonant and -y plural by changing the *y* to -i and adding -es. (baby: babies)
- Make singular nouns ending in a vowel and -y plural by adding -s. (key: keys)

Activity Complete each sentence with the plural form of the noun in parentheses. Then use what you learned about plurals to decide, or read, each new word.

- My uncle has two _____ (leaf) that live in his lawn.
- I've been to three _____ (city) in my life.
- Some _____ (snatch) have colorful leaves.
- My father always pays his _____ (bill) right before the deadline.
- She tried on many _____ (dress) before she found one that fit.
- Your dog was hiding in the _____ (bush), waiting to pounce.
- I went to two birthday _____ (party) in June.
- It took us weeks _____ (day) to drive to Colorado.

Challenge Write the plural forms of each of the following words: story, patch, fox, barn, glass. Then with a partner, take turns using each plural word in a sentence about _____.

Practice Pages

Word Study Slides

Plurals

Read and spell each plural noun. Then identify and write the singular form of each word.

accidents	airlines	athletes
bookcases	disguises	hunches
dairies	thunderstorms	villagers
ladybugs	vacations	speeches
hummingbirds	prairies	railroads
passages	performances	summaries
sparrows	distances	costumes

Read each sentence. Identify the plural nouns.

- The captains of the baseball teams decided to cancel the game.
- The temperatures dropped as the storms approached.
- All of the classes in our school visited dairies this year.

Word Study Slides



DAILY FOUNDATIONAL SKILLS



Plus, use age-appropriate Phonemic Awareness for struggling 3rd, 4th, and 5th graders in the Reading Routines Companion.

DAY
4

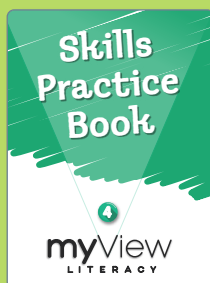
Spiral Review from Previous Week + Skills Practice

A **Spiral Review** in Lesson 4 each week guarantees that students extend previously mastered skills. Reviews focus on strengthening areas of word study covered in the previous week and contain deeper instruction, extended practice, and higher-order thinking work with graphic organizers.



mis-	en-	em-	Word Bank
			large
			battle
			diagnose
			trust
			power
			guided

Graphic Organizers



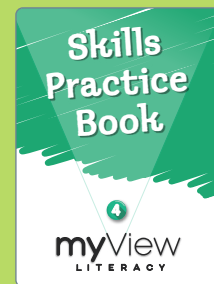
Skills Practice Book - Grade 4

DAY
5

Formative Assessment + Cumulative Review

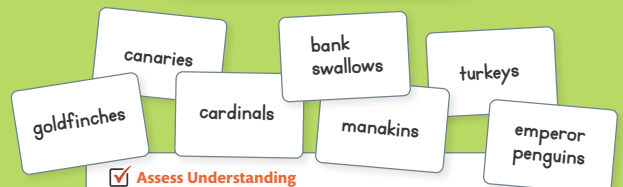
Cumulative Review rounds out the weekly focus and gives teachers a comprehensive picture of student achievement. Word sorts provide multisensory practice while giving teachers the opportunity to formatively assess skills.

Assess Understanding assignments continue that work and provide corrective feedback to enact on the spot and close gaps.



Skills Practice Book - Grade 4

FORMATIVE ASSESSMENT OPPORTUNITY



Assess Understanding

To assess students' understanding of forming plurals, provide the following list of words and have them write the plurals for each.

goldfinch	emperor penguin	turkey	lovebird
manakin	canary	cardinal	dark-eyed junco
mute swan	swallow	ptarmigan	peacock

Assess Understanding

Reading: Comprehension and Vocabulary

The instructional sequence of *myView Literacy* centers around routines. Routines provide teachers with consistency in their planning and instruction. In addition, routines benefit students by helping them understand expectations, feel secure, and focus on learning. Each “Lesson” within the Reading block focuses on comprehensive instruction that takes place over the course of one day within a standard ELA block.

While **Foundational Skills/ Word Study** happen every day in *myView Literacy*, **Comprehension** and **Vocabulary** look a little **different** each Lesson.

DAY
1

Weekly Launch: Build Knowledge

Jumpstart each week by introducing the **Weekly Question**, exploring an **Infographic**, and conducting a **Quick Write** activity.

Listening Comprehension: Read Aloud

Strengthen comprehension skills with a text **above grade level complexity** supported by **rich discussion** and work with **graphic organizers**.

Choose either a text in the **Teacher’s Edition** OR one from the **Read Aloud Library**.

Weekly Question

What different purposes do animal adaptations serve?

Quick Write Think of an animal you know of that has adapted to its environment. How has it adapted, and why? Illustrate the animal and freewrite your response.

Why ANIMALS ADAPT

ADAPTATIONS

Behaviors or physical features, called adaptations, help living things survive in their environment.



BEHAVIORAL ADAPTATIONS
Many bird species migrate to warmer weather as winter approaches.



PHYSICAL ADAPTATIONS
The Arctic fox has a thick, white winter coat that keeps the animal warm and allows it to blend in with the frozen, snowy background.



HORNED LIZARD

The North American desert horned lizard shoots blood from its eyes to frighten away hungry predators.



BLACK BEAR

To hibernate for winter, the black bear’s body fat increases for warmth. Its sleeping heart rate can slow from around fifty beats per minute to eight beats per minute.

GILA WOODPECKERS

In the Sonoran Desert where trees are scarce, Gila woodpeckers make holes in the saguaro cactus, where they lay their eggs and raise their young. Other birds nest in abandoned holes.



Weekly Launch Text - Grade 4



Read Aloud Library



Spotlight on Genre

Introduce or extend understanding of the genre that students will be reading this week. Use a **practice text**, **cooperative learning prompts**, and **Anchor Charts** to create meaningful connections.

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

Informational Text

An informational text tells about a real person, place, or thing. It has a main idea, or central idea.

Title → **From Egg to Butterfly**

Main Idea → A butterfly goes through four stages. First, it is an

Supporting Details → egg. Next, it is a caterpillar. Then it builds a chrysalis. Finally, it is a butterfly.



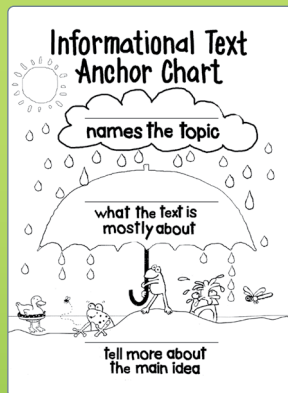
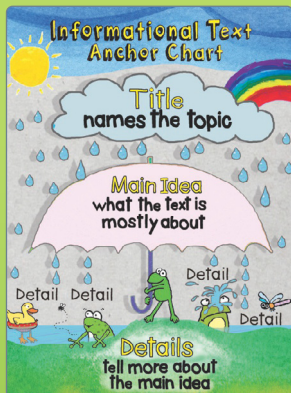
Spotlight on Genre - Grade 1

Talk about the main idea of "From Egg to Butterfly."



Turn and Talk

Cooperative Learning - Grade 1



Colorful OR Editable Anchor Charts

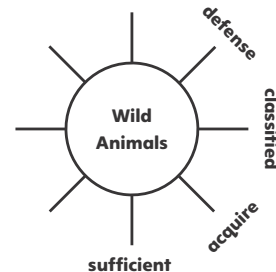
Academic Vocabulary

Each week in Lesson 1 returns to the **Unit Academic Vocabulary** words for a different focus. Students work with graphic organizers and generative vocabulary strategies to build upon their understanding of words.

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

Weekly Focus Areas - Academic Vocabulary

Animals adapt to survive in their habitat.



Word Web - Grade 4



FORMATIVE ASSESSMENT OPPORTUNITY

choose explain meaning character

My Turn Draw

Turn and Talk Retell the story to a partner. Use the new words you have learned.

Practice Page - Grade K

Reading: Comprehension and Vocabulary

Foundational Skills and Word Study continue to be a daily focus as we move into Lesson 2. Today teachers dive into the Weekly Text. Primary grades will notice a **Read Together** icon that specifies the text should be teacher-guided while intermediate teachers read with students, pair students, or provide independent reading time according to the needs of their older readers.

DAY
2

Read the Text

Teachers start by **Previewing Vocabulary** and talking through **First Read Strategies** like Notice, Generate Questions, Connect and Respond.

Text Complexity Charts help teachers plan and prepare for tackling complex text with students.

Quantitative Measures			
LEXILE: 360L	Average Sentence Length: 5.667	Word Frequency: 3.21	Word Count: 85
Complexity Level		Qualitative Measures	
Levels of Purpose  Simple Very Complex		The purpose of the text is explicitly stated on the first page: How do sunflowers grow? Sunflowers grow from the seeds of the sunflower plant. It should be clear that the author's purpose is to inform readers.	
Text Structure  Simple Very Complex		The stages of a sunflower's growth are presented in a straightforward and clear manner. Sequence words (<i>next</i> , <i>then</i> , <i>next year</i>), headings, and photographs directly support the text.	
Language Conventions and Clarity  Simple Very Complex		Domain-specific vocabulary is conveyed using simple sentences , is accessible for this age (buds, soil, stems, leaves), and reinforces science content in other life science areas, such as needs of plants and plant parts. However, students may need extra support understanding verbs used in the text: <i>sprout</i> , <i>peek</i> , <i>form</i> , <i>bloom</i> , <i>scattered</i> .	
Knowledge Demands  Simple Very Complex		Plant life cycles may be unfamiliar to students. Students will benefit from background knowledge of how plants grow from seeds and how the life cycle continues once a plant is fully grown.	
Reader and Task Considerations			
English Language Learners	Intervention	On Level/Advanced	
Language Preteach domain-specific vocabulary in the text: seeds, buds, soil, stems, and leaves. Display a flower, if possible, or a photograph of one, and point out each part. Explain that many plants grow from seeds in soil. Have partners draw a picture of a flower in a garden and guide them to label the illustration with the vocabulary words.	Knowledge Demands Say: A life cycle is all of the stages a living thing goes through as it grows. - Identify a common plant, such as a flower or corn, and begin a diagram by drawing the seed in the soil. - Have students share what they know about the life cycle and continue to draw and label each stage on the diagram.	Structure Say: In an informational text, when describing how something happens from beginning to end, photographs and illustrations can help readers understand. - Have students research a common vegetable and how it grows. - Have partners make a list of the photographs or illustrations that might be needed in an informational text.	



Look at the tadpole now. It has a wiggly tail to help it swim.



tadpole a creature that becomes a frog

After a few days, an egg hatches. A baby frog is born. The baby frog is called a tadpole.

What does the word **hatches** mean?
Which words help you understand its meaning?
Possible response: to be born

Grades 1-5 follow along with their own copy of the **Weekly Text** while Kindergarten gathers around a Big Book to read.

Follow the First Read **Think Aloud** prompts on each page in the Teacher's Edition to model metacognition.

Build Content Knowledge by bringing in Science and Social Studies connections to a text.

First Read

Look

THINK ALOUD I can look at the photos, or pictures, to help me understand the text. I see in the picture on page 28 that the tadpoles have gills and no legs. But the tadpole on page 29 has legs but no gills. These photographs help me understand the details about changes that are described in the text.

BUILD CONTENT KNOWLEDGE

Science



The tadpole stage usually lasts from one to three months. Usually, the warmer the place, the more quickly the tadpole develops. Compare this with the animals shown on the infographic on pp. 14–15 in the *Student Interactive*. Pandas usually leave their mothers around two years of age and reach their maximum size around age six. Blue whales take ten years to grow to young adulthood, and even then they will keep growing for many years.

Find digital versions of the Weekly Texts for all grades on **SavvasRealize.com**.

Respond
to Text

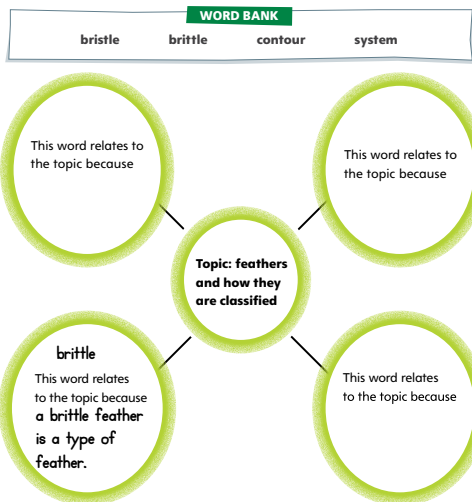
Develop Vocabulary

Get students talking about **Selection Vocabulary** words with cooperative learning prompts, practice pages, and graphic organizers.

AND

Check for Understanding

Quick Check for Understanding questions give teachers an opportunity to gauge student comprehension of text.



Develop Vocabulary - Grade 4

Embedded **Multilingual Learners** supports give teachers the power to avoid potential language misconceptions.

LANGUAGE DEMANDS Multilingual Learners

To support your planning, use the chart to help your students understand the language demands in the text.

- See the Text Complexity chart on p. R2 for other text and task considerations.
- See the *Language Awareness Handbook* p. 12 for additional support.

Word Level	Sentence Level
Domain-Specific Words: eggs, frog, tadpole, gills	Command Sentences: Look at the tadpole now.
Comparative Adjectives: longer, shorter	Adverbial Phrase: In the spring, the frog will go back to the pond.
Action Verbs: changes, lays, hatches	

Language Supports - Grade 1

Check for Understanding

My Turn Write and draw

1. What problem does Anansi have?

2. The author tells the setting of the story. What is it?

Turn and Talk How does Anansi trick Lion and Leopard?

Check for Understanding - Grade K

Check for Understanding

My Turn Look back at the text to answer the questions. Write the answers.

1. What makes this text realistic fiction?

2. Why do you think the author has the boy and his dad try to look at the stars from different places?

3. Why can they see so many more stars in the country?

Check for Understanding - Grade 2

FORMATIVE ASSESSMENT
OPPORTUNITYFORMATIVE ASSESSMENT
OPPORTUNITY

Reading: Close Reading

Lesson 3 begins a deep dive into text. Close Reading is at the heart of the next two instructional days as teachers work to scaffold students toward independence in answering complex, text-dependent questions. Lesson 4 on the next day follows the same progression but with a different skill or strategy focus.

Comprehension: Skill/Strategy

Teachers introduce a comprehension skill or strategy with students. Together, they talk through close reading prompts found in both the Teacher's Editions and Student Interactive books to increase independence.

CLOSE READ

Analyze Main Idea and Details

Underline one word that tells the topic of the text. Then underline the main idea.

- 1 Birds and feathers go together, like trees and leaves, like stars and the sky. All birds have feathers, but no other animals do.
- 2 Most birds have thousands of feathers, but those feathers aren't all the same. That's because feathers have so many different jobs to do.

Feathers can warm like a blanket . . .

- 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.



BUILD CONTENT KNOWLEDGE

Science



An adaptation is a feature of a living thing that helps it survive in its environment. An adaptation starts as a mutation, which is a change in the genetics of a species. Mutations occur naturally—two offspring of the same parents might be born with different colored fur, for instance. If one color blends in better with the environment, that offspring is more likely to live long and have offspring of its own, passing on the helpful fur color. As the trait is passed down from generation to generation, it becomes an adaptation.

1

Teach

Introduce a skill or strategy with students such as:

- Analyze Main Idea and Key Details
- Identify Text Structure
- Monitor Comprehension
- Describe Characteristics
- Use Text Features

(Comprehensive list of the comprehension skills taught in each grade level can be found in the detailed Scope and Sequence documents.)



2

Model and Guide Practice

Model thinking through Close Read questions that require text-based evidence responses. **Guide** students through the process of annotating and citing the weekly text within their Student Interactive books. Look for the Close Read Notes in the margins of the Teacher's Editions for question prompts.

Close Read

Analyze Main Idea and Details

Have students read **paragraphs 1 and 2**. Ask: **What one word in these paragraphs is the main topic of the text? How do you know?** Underline the word *feathers* in the text. Ask students to explain how they know this is the text's topic.

Possible response: The title, the images, and the text of the first two paragraphs tell me that feathers are the topic.

Ask: **What is the main idea of the text?** Underline the main idea in the text. **See student page for possible responses.**

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

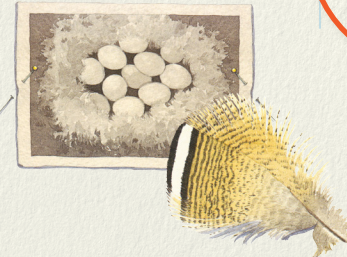
Teacher's Edition - Grade 4



wood duck, Lake Bemidji, Minnesota

or cushion like a pillow.

- 4 A female wood duck lines her nest with feathers she plucks from her own body. These feathers cushion the duck's eggs and keep them warm.



CLOSE READ

Analyze Main Idea and Details

Underline the details that tell more about the main idea.

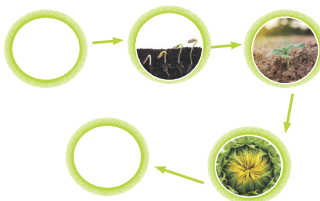
CLOSE READ notes in the Student Interactive books scaffold students toward independence with tackling complex text by incorporating annotations and note-taking. A consumable book means students can truly take autonomy for their learning.

Student Interactive Book - Grade 4

Find Text Structure

An informational text can organize facts in chronological order, or in a sequence. The facts are in the order they happen in time.

My Turn Draw what is missing in the life cycle of a sunflower. Look back at the text.



My Turn Circle the text structure of the text.

chronological order description

Lesson 3 Practice - Grade 1

Analyze Main Idea and Details

To develop a topic, authors explore many ideas in a text, but the most important idea about a topic is called the **main idea**. Authors develop this idea by including **key details**, or pieces of supporting evidence.

- My Turn** Go to the Close Read notes in *Rare Treasure* and underline key details in the text.
- Text Evidence** Use your evidence to write details in the chart. Then determine the main idea for *Rare Treasure*.

Main Idea		
Key Detail	Key Detail	Key Detail

Lesson 4 Practice - Grade 4

3

Practice

Provide students with deliberate **Practice** in their Student Interactive books as they work toward independences. Practice pages include meaningful activities that cement understanding.



**FORMATIVE ASSESSMENT
OPPORTUNITY**

Reading: Author's Craft

As a follow-up to comprehension and vocabulary instruction, Lessons 3 and 4 each feature a unique time to analyze different perspectives in the Weekly Text with Author's Craft. Here, teachers and students dive deeper into decisions and techniques that authors make when writing. Students work with examples from their texts to explore concepts like figurative language, text structure, and author's voice with practice pages to support their understanding.



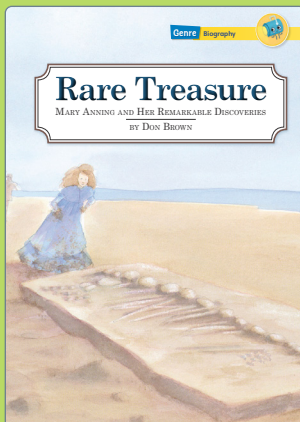
Dr. Young-Suk Kim, one of the esteemed authors of *myView Literacy*, draws striking parallels between foundational reading and writing skills. Developing a strong understanding where students see **reading and writing as connected media** is an important factor within *myView Literacy's* research-based instruction.



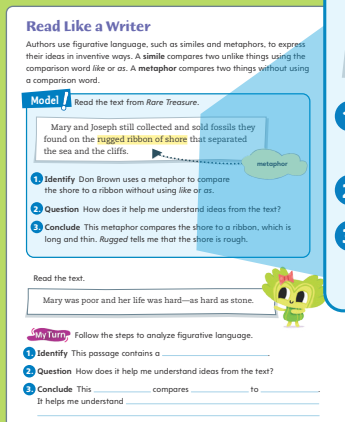
DAYS
3&4

Read Like a Writer

Read Like a Writer lessons focus on exploring author's craft within the weekly mentor text.



Weekly Text - Grade 4



Practice Page - Grade 4

Model ! Read the text from *Rare Treasure*.

Mary and Joseph still collected and sold fossils they found on the **rugged ribbon of shore** that separated the sea and the cliffs.

metaphor

1. **Identify** Don Brown uses a metaphor to compare the shore to a ribbon without using *like* or *as*.
2. **Question** How does it help me understand ideas from the text?
3. **Conclude** This metaphor compares the shore to a ribbon, which is long and thin. *Rugged* tells me that the shore is rough.



Write for a Reader

Write for a Reader lessons focus on application of author's craft techniques. Students use inspiration from the Weekly Text to emulate an author's particular method or style in their own pieces.

Write for a Reader

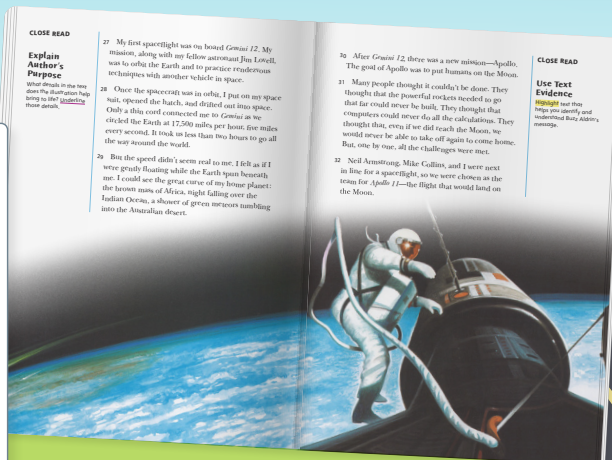
Pay attention to how authors use specific print and graphic features, such as text and illustrations. They help explain or emphasize important ideas and events.

My Turn Think about how the illustrations in *Reaching for the Moon* helped you better understand Buzz Aldrin and the events in his life. Now think about how you could use graphic features to show something about yourself or about events in your life.

1. Consider a job you might want to do one day. What personality traits do you have that would help you do that job?
2. Draw a picture that shows the job you described or that shows an event from your life that relates to that job. Add a caption or labels to the picture to give more information.



Use images and illustrations to support important ideas in your writing.

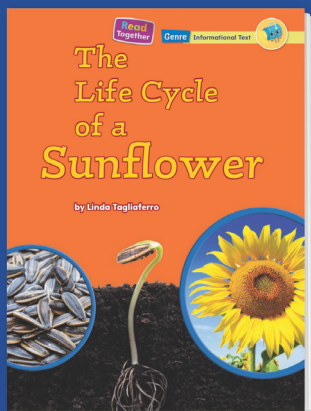


Weekly Text - Grade 4

Practice Page - Grade 4

Early Readers and Writers

myView Literacy ensures lessons, expectations, and learning goals are developmentally appropriate for each grade. Kindergarten, first grade, and second grade teachers will notice combined Read Like a Writer, Write for a Reader lessons with explicit teacher guidance and age-appropriate practice.



Weekly Text - Grade 1

Read Like a Writer, Write for a Reader

Authors use sequence words to tell readers the order in which events happen. **First**, **next**, **then**, and **last** are sequence words.

Flower buds form on the branches. **Then** the buds open.

The author uses this word to tell readers that the buds open after they form on the branches.

My Turn Write about the events in your day. Use words that name sequences to tell the order.

Flower buds form on the branches. **Then** the buds open.

The author uses this word to tell readers that the buds open after they form on the branches.

Practice Page - Grade 1

Reading: Reflect and Share

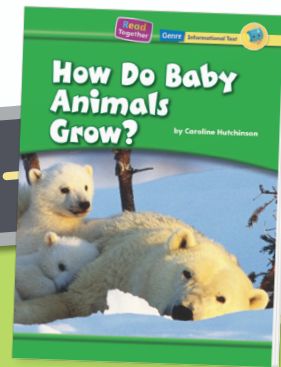
The Weekly Reading Routine comes to a close in Lesson 5. Here, teachers work with students to compile the skills and knowledge that they've learned and formulate reflection pieces. Reflect and Share lessons consist of either **Talk About It** reflections that target oral language skills or **Write to Sources** reflections that target text-based, written responses.

DAY
5

Talk About It

Talk About It lessons teach students spelling and listening skills. Students work both individually and in groups to think through oral responses to questions based on the Weekly Text.

Teachers help students hone effective oral language skills, such as communicating ideas effectively and active listening.



Weekly Text - Grade 1

Ask and Answer Questions

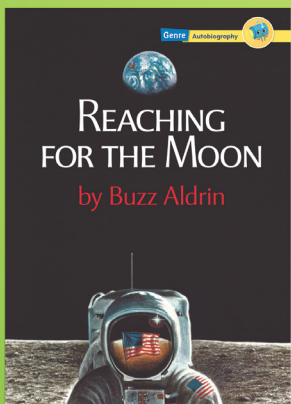
When talking with others, it is important to:

- Ask questions when you do not understand something.
- Answer questions in complete sentences.

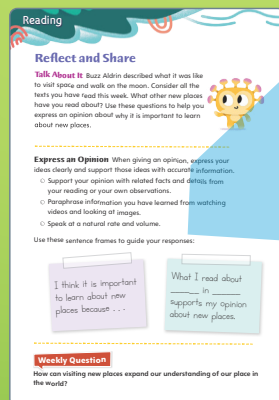
What do you mean?

Sentence starters help students organize and construct their responses.

Talk About It Lesson - Grade 1



Weekly Text - Grade 4



Talk About It Lesson - Grade 4

Express an Opinion When giving an opinion, express your ideas clearly and support those ideas with accurate information.

- Support your opinion with related facts and details from your reading or your own observations.
- Paraphrase information you have learned from watching videos and looking at images.
- Speak at a natural rate and volume.

I think it is important to learn about new places because . . .

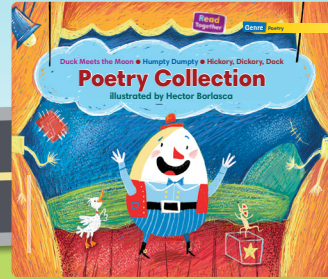
What I read about _____ in _____ supports my opinion about new places.



CONNECTING READING AND WRITING

Write to Sources

In **Write to Sources** lessons, students learn how to take their close reading citations and formulate responses based on a given prompt. Teaching students to craft opinions based around evidence is a developmental sequence that starts with pictorial representations in kindergarten and progresses to essay responses in fourth and fifth grades designed to prepare older students for “real-world” tasks.



Weekly Text - Grade K

TEACHER DIRECTIONS

Have students draw a picture on page 128 in the Student Interactive that shows something that both a story and a poem have. Provide support if students have difficulty.

Reflect and Share

My Turn Draw

Write to Sources Lesson - Grade K

As students gain fluency with reading and writing, they will move on to citing multiple sources when crafting their responses.



Unit 3 Weekly Text Collection - Grade 3

Reflect and Share

Write to Sources Consider all the heroes you have read about in this unit. Choose two heroes, each from a different text, and compare and contrast their heroic actions. Based on your comparison, what conclusions can you draw about the importance of heroes? Use examples from each text to write and support your response.

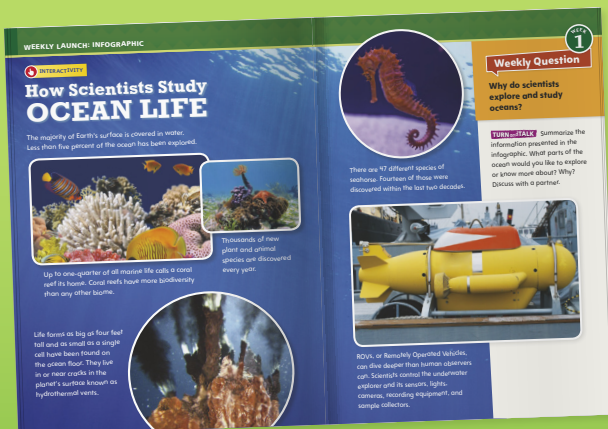


Ask and Answer Questions When writing a response to a text, ask and answer questions about the text to guide your writing.

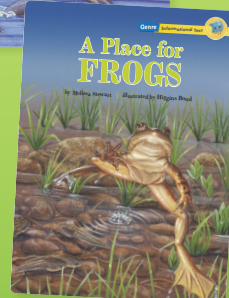
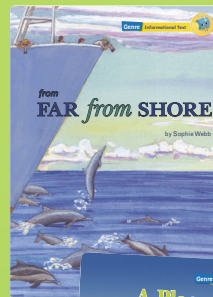
- What heroes did we read about in this unit?
- How are the two heroes I chose alike and different?
- What can I conclude about the importance of heroes?

On a separate sheet of paper, write a paragraph that states your response. Use linking words, such as *also*, *and*, and *but*, to connect your ideas. Support your response with text evidence. End your paragraph with a sentence that restates your ideas.

Write to Sources Lesson - Grade 3



Unit 2 Weekly Text Collection - Grade 5



Reflect and Share

Write to Sources A Place for Frogs includes several examples of human impact on frogs' habitats. Consider all the texts you have read this week. How have humans affected the environment in positive and negative ways? Use examples from the texts to write and support your response.



Compare and Contrast Writers use text evidence to compare and contrast ideas. They look at similarities and differences to explain a topic. Use the chart as a model to take notes on a separate piece of paper. Consider the positive and negative effects of human involvement on the environment.

Positive Effects	Negative Effects

Use your notes to write a response explaining how humans can both negatively and positively affect the environment. Remember to use information from the texts you read to support your ideas

Write to Sources Lesson - Grade 5



FORMATIVE ASSESSMENT OPPORTUNITY

Teacher-Led Small Group

No elementary classroom would be complete without teacher-led small group time. This invaluable block of time allows teachers to differentiate, reinforce skills that were taught in whole group lessons, and close learning gaps. With *myView Literacy*, the weight of planning of teacher-led small group lessons is lifted. Lessons are preplanned and created to meet varying differentiation needs, ensuring that all student needs are met.

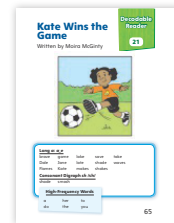
Skill Group /ā/ Spelled VC e

TEACH Display Sound-Spelling Card 74. Say: This is a picture of a rake. The letter *a* spells the sound /ā/ in *rake*. In the VCe pattern, when the vowel *a* is followed by a consonant and the letter *e*, the letter *a* says its name and the vowel *e* is silent.

MODEL Write the following incomplete words: *c_ke*, *J_ne*, *g_me*, *sh_de*. Today we will practice reading words that have the /ā/ sound spelled VCe. I will read the first word. Slide a tracking tool, such as your finger or a tongue depressor, under the letters as you say the sounds: /k/ /ā/ /k/, *cake*. The letter *a* spells the sound /ā/. Remember that the letter *e* is silent. Repeat the sounds with me: /k/ /ā/ /k/ *cake*.

GUIDE PRACTICE Help students read the rest of the words, sliding a finger under each sound as they read. Repeat until students are able to read the words accurately. We just practiced reading some words you will see in Decodable Reader *Kate Wins the Game*.

MULTISENSORY



FORMATIVE ASSESSMENT

MONITOR PROGRESS

Have students read the words *lake*, *gate*, and *plate*.

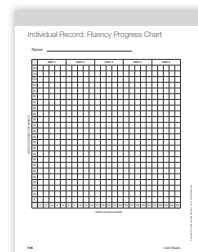
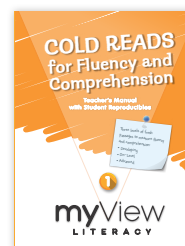
IF students cannot decode words with /ā/ spelled VCe,

- **THEN** model blending to decode several words on the cover of the Decodable Reader and ask students to decode the rest.
- use the Intervention activity.

Fluency Group

Prosody Select a passage for students to read. Have pairs take turns reading smoothly and with expression.

Oral Reading Rate and Accuracy Use pp. 55–60 in U2W5 *Cold Reads for Fluency and Comprehension* to assess students. Have partners practice reading the passage. Use the Fluency Progress Chart to track student progress.





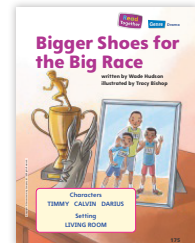
Skill Group Develop Vocabulary

TEACH When two words are only slightly different in their meanings, we say there are shades of meaning between the words. Write the words *run* and *race* and point out shades of meaning between the two verbs.

MODEL Model exploring shades of meaning in the text *Bigger Shoes for the Big Race*. Discuss the word *superfast*, and help students record words that mean almost the same thing, such as *speedy*, *fast*, or *quick*. Discuss shades of meaning among the words.

GUIDE PRACTICE Guide partners to put the words *little*, *small*, and *tiny* in order from smallest to largest, based on shades of meaning. Ask them to explain their order.

MULTISENSORY



FORMATIVE ASSESSMENT

MONITOR PROGRESS

Have students explain the slight meaning differences between *superfast* and *quick*.

IF students are not able to explain shades of meaning,

- **THEN** model shades of meaning using the words *little*, *small*, and *tiny*.
- use the Intervention activity.

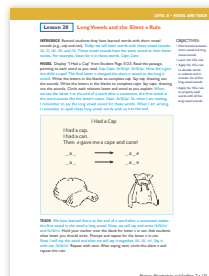
Intervention Group

Phonological Awareness

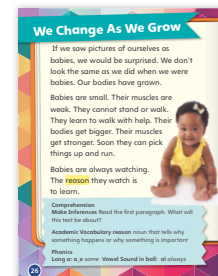
- See Lessons 1–13 in the *myFocus Intervention Teacher's Guide*
- See the Articulation Videos on SavvasRealize.com.



Phonics Use Lesson 20 in the *myFocus Intervention Teacher's Guide* for instruction on long vowels.



Develop Vocabulary Together Together, read *We Change as We Grow* on pp. 26–28 in the *myFocus Reader*. Use the teaching support on SavvasRealize.com.



Challenge Group Inquiry

Question and Investigate Have students refer to the infographic on *Student Interactive* pp. 92–93 to come up with questions about baby animals and their parents. Throughout the week, have students conduct research about their questions. See *Extension Activities* pp. 130–134 on SavvasRealize.com.

Weekly Independent Activity Options

Teachers are often left wondering how to ensure that the rest of their students are engaged in meaningful practice while they focus on leading small groups. With a wide variety of activity options that connect to the content learned during whole group lessons, teachers can rest assured that their students are either independently or collaboratively working toward mastery, giving them the freedom to conduct high-quality small group instruction.

Review Foundational Skills

Consonant digraphs *sh, th*; inflectional ending *-ing*

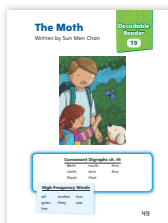
Build words that begin with *sh* and *th*. Write them in a list.



Letter Tiles

Need More? Add *-ing* to the words you build using Letter Tiles.

Reread Decodable Readers *The Moth* and *Packing Bags*.



Not Ready? Take turns reading with a partner.

Play the *myView* games or complete a Digital Practice activity.



Practice Foundational Skills

/ā/ spelled *VCe*; /ō/ spelled *a, al, aw*

Complete a practice page.

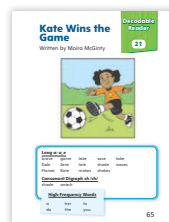
PG Word Search Template

Words: made, gate, name, tape, sale, wash, call, mall, walk, talk, draw, paw, yawn, ball

Not Ready? Work with a partner.

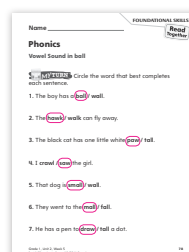
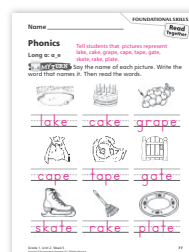
Need More? Read the words and use them in oral sentences with a partner.

Read Decodable Readers *Kate Wins the Game* and *Six Bugs*.



Not Ready? Listen to the audio on SavvasRealize.com.

Complete Phonics pp. 77 and 78.



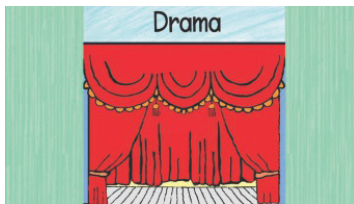


Comprehension

Identify Drama

Watch the Genre Video on SavvasRealize.com:

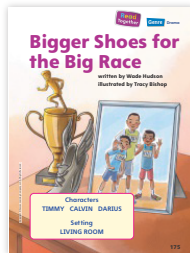
- Drama



Need More? Act out the Read-Together Text *Bigger Shoes for the Big Race*.

Find Elements of Drama

Draw a character from *Bigger Shoes for the Big Race*. Label the character with describing words.



Need More? Draw and label a character from an independent reading text.

Make Inferences

Write or draw an answer to this question. Also write what words or pictures from the text helped you answer.

What emotion is Timmy feeling at the beginning of the drama? What emotion is he feeling at the end?

Not Ready? Talk with a partner to answer the question.

Vocabulary

Create a word web using one of the vocabulary words. Write the word in the middle, and draw pictures in the surrounding circles.

big new fast small

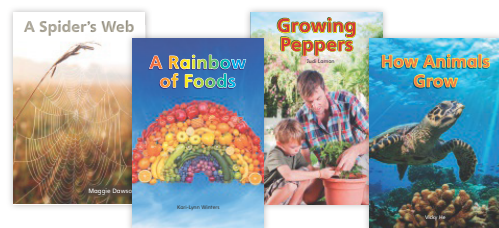
Need More? Create additional word webs for the other vocabulary words or for an interesting word in an independent text.

Writing

Create a cover for your informational book.

Need More? Practice reading your informational book aloud with a partner.

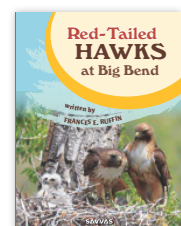
Building Knowledge Library



Choose a book on SavvasRealize.com and watch the Build Background Video. After reading, talk with a partner about the unit theme, *I Spy*.

Book Club

Read and discuss *Red-Tailed Hawks at Big Bend*.



Skilled Writing

After reading instruction, the day shifts into writing instruction. The first step to delivering high-quality writing instruction is cultivating a productive writing environment. *myView Literacy* provides explicit guidance to help teachers set their classrooms up for success.



Dr. Lee Wright provides expert tips in classroom management and material organization.

Set Up Your Classroom

Select a space in your classroom to be the Writing Area. Place the following items within students' reach:

- The class set of writing notebooks
- A classroom writer's bulletin board
- The author's chair
- A pencil sharpener
- Pencils and erasers
- Color-sorted crayons, colored pencils, and markers
- Copy paper and stapler to make books
- Sentence starters
- Classroom computer
- Alphabet chart
- High-frequency word cards
- Content-area vocabulary cards
- A bin of class-made books





Daily Writing Routine

Writing instruction is composed of the following parts.

- 1 **TEACH** Define the target skill.
- 2 **MODEL** Show students how to apply the skill. As you model, think aloud and describe how you form letters and write sentences.
- 3 **GUIDE PRACTICE** Have students apply the skill as they create a class draft. A student can write a word or letter, add a punctuation mark, or draw a picture.
- 4 **PRACTICE** Students do independent writing, often with prompts and sentence starters as guides.

FORMATIVE ASSESSMENT

Conferences *On the Go!*

Monitor student progress by looking over their shoulder as they write independently. Provide feedback in a whisper as needed.

- ➔ **SHARE** Showcase student success and reinforce the lesson's instruction by allowing students to share what they've written.



FORMATIVE ASSESSMENT OPPORTUNITY

STUDENT COMPOSITIONS

- Collect students' compositions after the Writing Celebration.
- Use the designated rubrics found in the Teacher's Edition and online to grade student writing.

WRITING PROMPTS

Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher. Prompts and rubrics can be found in the Teacher's Edition and online on SavvasRealize.com.

PERFORMANCE-BASED ASSESSMENT

Have students read the sources provided and write in response to a prompt using what they've learned about the characteristics of the unit writing genre.

3 Writing Assessment Options

Skilled Writing

With *myView Literacy*, students write every day for a variety of purposes. Dr. Young-Suk Kim's research highlights the need for students to build fluency in foundational writing skills, much like foundational reading skills. In order to become competent, fluent writers, students need explicit and systematic instruction in the foundational skills of writing, such as handwriting, spelling, and language and conventions – in addition to explicit instruction in writing composition. With *myView Literacy*, both primary and intermediate students experience an age-appropriate emphasis of each.

Foundational Writing Skills

Handwriting

Spelling

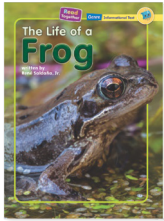
Language and Conventions

Composition

Weekly Writing Routine		
Prewrite • Draft • Revise and Edit • Publish		
Kindergarten, First, and Second Grade students are writing two basic pieces.		Third, Fourth, and Fifth Grade students are writing more complex essays.
PREWRITE Students learn about genre and complete a graphic organizer.	WEEK 1	PREWRITE Students learn elements of a genre and begin the prewrite process.
DRAFT Students will draft a piece of writing in the focus genre.	WEEK 2	DRAFT Students begin drafting elements of the focus genre in their own piece.
DRAFT Students will draft a second piece of writing in the focus genre.	WEEK 3	DRAFT Students will develop the structure for their own pieces in the focus genre.
REVISE AND EDIT Students will revise one of their drafts.	WEEK 4	REVISE AND EDIT Students will revise and edit their draft.
PUBLISH Students will publish and share their chosen final piece.	WEEK 5	PUBLISH Students will publish and share their final pieces.



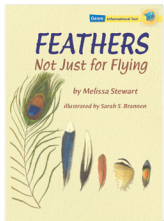
FOUNDATIONAL WRITING AND COMPOSITION



Connect to Reading

This week, students will learn about informational books. Explain that *The Life of a Frog* is an informational book because it tells real information. Point out the characteristics of an informational book, such as the main idea on the first page, the details that describe how a frog changes, and the graphics that give more information.

Connect to Reading - Grade 1



Connect to Reading

This week, students will learn to recognize characteristics of informational texts, including the main idea and key details. Remind them of the main idea in *Feathers: Not Just for Flying*. Ask them to name a few key ideas.

Connect to Reading - Grade 4

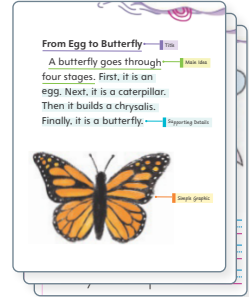
CONNECT TO READING

Each week, teachers will draw similarities between the writing focus for the week and a weekly text featured during reading.

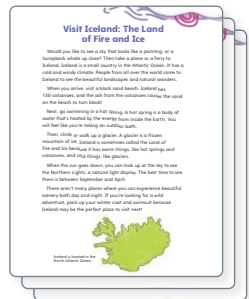


MENTOR TEXTS

Mentor Texts serve as models for the skills taught each week. Teachers can utilize the Mentor Text Printables on Savvas Realize or select books from their classroom libraries based on given criteria.



Mentor Printables - Grade 1



Mentor Printables - Grade 4

FAST TRACK

As students grow in their writing skills, their pieces naturally become longer and more complex. Due to the strong focus on essay development and refinement in the older grades, intermediate teachers will find FAST TRACK icons that highlight especially critical lessons to prioritize in the event that time is a factor.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
WRITING				
FAST TRACK Prewrite: Analyze a Travel Article T334–T335	Prewrite: Analyze a Lead Paragraph T338–T339	Prewrite: Analyze Photographs T342–T343	Prewrite: Brainstorm and Set a Purpose T346–T347 Formative Assessment	FAST TRACK Prewrite: Plan Your Travel Article T350–T351
SPELLING				
Assess Prior Knowledge Plurals T336	FAST TRACK Teach: Plurals T340	More Practice: Plurals T344	Review: Prefixes <i>mis-</i> , <i>en-</i> , <i>em-</i> T348	FAST TRACK Assess Understanding Plurals T352
LANGUAGE & CONVENTIONS				
Review: Fix Sentence Fragments T337	Oral Language: Compound Sentences T341	FAST TRACK Teach: Compound Sentences T345	FAST TRACK Practice: Compound Sentences T349	Standards Practice: Compound Sentences T353

Skilled Writing

Each day's Writing lesson is an experiential journey through explicit instruction and modeling, guided practice, and independent application. Students are exposed to skills, practice them with teacher guidance, and then work to apply those same skills in their own unique writing pieces, providing autonomy and nurturing creative writing skills.

OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

LESSON OBJECTIVES

can be used with students to align expectations.

Prewrite Plan Your Informational Book

- 1 TEACH** Remind students that they will be writing informational books.

Today we will continue prewriting, or planning.

Display and read aloud the writing prompt:

Write an informational book about an animal.

Remember that you will be sharing your book with a friend to teach them more about your animal. Yesterday we chose our animal. Today we will continue planning. We will organize our ideas by using a graphic organizer.

- 2 MODEL** Today I will plan my book. I will write my topic in my graphic organizer. Remember, I decided to write about kangaroos because I know a lot about them, and they will be interesting for my audience to learn about. As you write your topic, point out how you write from left to right. See Mentor Printable 8 as a model.

Now I will write my main idea. My main idea is *Kangaroos are special*. Write your main idea.

Now I will think about the details to include in my book. What makes kangaroos special? Model writing details using Mentor Printable 8 as reference.

Step 1

TEACH introduces skills with blue teacher talk.

Step 2

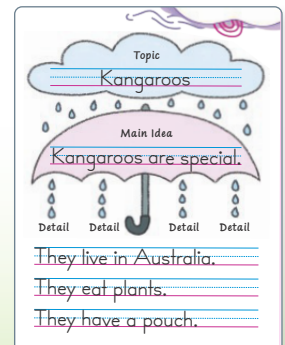
MODEL walks students through the lesson-specific focus with explicit teacher examples.

TEACHER TIPS

provide embedded supports throughout lessons.

TEACHER TIPS

When students write informational text, it is important that they write about something they know. Encourage students to write about what they've learned in the weekly text, or support other topics by reading books or displaying pictures or videos to build knowledge.



Mentor Printable - Grade 1



Step 3

GUIDE PRACTICE brings everyone together to practice skills. Class books, shared writing, and collaborative pieces are all found in Step 3 as teachers scaffold to independence.

3 GUIDE PRACTICE Now let's plan a class book together. We will also write about a special animal. Recall which animal students voted on yesterday and write it on the board. Then write the main idea: _____ are special.

Finally, work with students to think of details that make their animal special. Allow students to come to the board and help write and draw. When it is complete, display the class graphic organizer so it is available for reference.

Step 4

PRACTICE gives students the opportunity to bring skills into their own writing and gives teachers the opportunity for conferencing and formative assessment gathering.

4 PRACTICE My Turn Now it's your turn!

Guide students to use p. 50 in the *Student Interactive* to plan their informational book.



FORMATIVE ASSESSMENT OPPORTUNITY

FORMATIVE ASSESSMENT

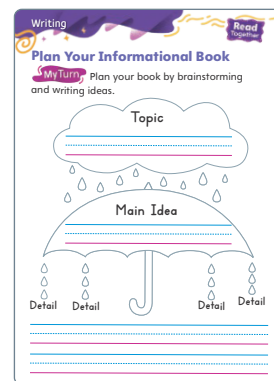
Conferences *On the Go!*

As students write independently, circulate and assess student drafts.



Plan Your Informational Book

If students are not able to plan their informational book, ask guiding questions such as, *What does your animal eat? Where does your animal live? How does your animal move around?* You may need to help students find books or videos about their animal.



Student Interactive
Page - Grade 1

SHARE allows students to read their pieces aloud and receive peer feedback.



SHARE Call on a few students to share their animal and their favorite detail about that animal.

LANGUAGE SUPPORT

Multilingual Learners

SPEAKING

Light Have student pairs take turns saying why their animal is special.

Moderate Have student pairs describe their animal by orally completing the following sentence frames: *My animal eats _____.* *My animal lives in _____.* *My animal has _____.* *My animal can _____.*

Substantial With teacher guidance, have students use English and their home language to respond to basic questions about their animal.

BLUE LANGUAGE SUPPORTS bring all students into learning experiences and conversations.

Skilled Writing

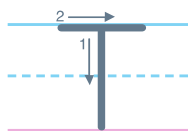
Foundational writing skills support the instruction in writing composition and teach students to master the basics. Handwriting, spelling, and language and convention lessons occur daily to build student mastery and strengthen the skills needed to write effectively.

Handwriting

Handwriting in *myView Literacy* is taught in a progressive format from Kindergarten through Grade 5.

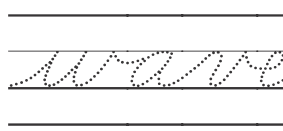
Grades K-1

Students practice printing letters, words and sentences that align to a phonics skill in their Student Interactive books. Additional practice in the Skills Practice books (K) and on SavvasRealize.com support teachers and students in building fluency in proper stroke formation.



Grade 2

Manuscript handwriting is reviewed at the beginning of the year but in second grade students really dive into cursive handwriting. Systematic instruction and practice pages all support teachers and students.



Grade 3-5

Students in these grades are expected to write legibly on all assignments. Specific assignments encourage practice of cursive writing by explicitly directing students to write in cursive. The focus of handwriting in these grades is fine-tuning of penmanship and the importance of legible handwriting.



Complete these sentences about your writing experience. Write legibly, or clearly, in cursive so that others can easily read what you write.

Spelling

Spelling connects directly to foundational skills. Whether it's phonics in the primary grades or word study in the intermediate grades, students work on encoding and decoding as a connected skill set every day within the reading and writing blocks.

CONNECT TO PHONICS

Practice decoding words with initial consonant blends by using instruction in **Phonics**, p. T28.

Teacher's Edition - Grade 1

Writing **Read Together**

Spell Words with Consonant Blends

Consonant blends are spelled with two different consonants that together make a blended sound.

MyTurn Spell and sort the words.

Spelling Words			
step	trip	stem	snap
snug	stop	snip	trap

tr- _____

st- _____

My Words to Know

come little

Student Interactive Page - Grade 1

c l a p

g r a b

*Reading Routines Companion
Lesson - Grade 1*



Language and Conventions

Daily instruction and practice with language and conventions builds automaticity within students' abilities. The goal of language and conventions instruction is application in writing so daily varied practice ensures transfer of skills.

LESSON 1	LESSON 2	FAST TRACK	FAST TRACK	LESSON 5
Review: Common Nouns and Proper Nouns	Oral Language: Singular and Plural Nouns	LESSON 3	LESSON 4	Standards Practice
		Teach: Singular and Plural Nouns	Practice: Singular and Plural Nouns	

Language & Conventions Week at a Glance - Grade 4

Writing

Possessive Case Pronouns

A pronoun takes the place of a noun.

I like **Anna's** dog.
I like **her** dog.

My Turn Circle

What is _____ favorite toy?
he **his**

This is _____ book.
my **me**

Read Together

Directions Read aloud the information and explain that some pronouns show ownership, or belonging. Then read the sentences and answer choices to students. Have them edit the sentences by circling the possessive pronouns.

Student Interactive Page - Grade K

Name _____

Language and Conventions

Irregular Verbs
Irregular verbs do not follow a spelling pattern. The past tense of an irregular verb does not usually end in -ed.

MY TURN Write the correct past tense verb in each sentence.

1. Last night Sue _____ (see) a kitten.

2. Jonna _____ (go) to the mall.

3. A bush _____ (grow) tall and wide.

MY TURN Write sentences using the three verbs.

1. found _____

2. held _____

3. bought _____

Digital Practice Page - Grade 2



A variety of practice within myView Literacy promotes engagement and leads to meaningful learning experiences.

Week 6 – Bringing It All Together

Foundational Skills

Note: The rigorous foundational skills scope and sequence within Grades K, 1, and 2 continue to introduce new concepts during Week 6. This portion of the Reading Block remains on a consistent progression.



PROJECT-BASED INQUIRY (PBI)

These culminating projects encourage students to look back at all of the texts they read in the unit, synthesize what they have read, and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting oral language development and collaboration in all learners.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Project-Based Inquiry, pp. T446-T449 Weekly Launch Compare Across Texts: Adaptations Inquire - Introduce the Project: Saving Species - Read “Adapting to Urban Habitats” - Use Academic Words	Project-Based Inquiry, pp. T450-T453 Explore and Plan - Informational Writing - Read “An Unlikely Friendship” Conduct Research Library Databases	Project-Based Inquiry, pp. T454-T457 Collaborate and Discuss Analyze a Student Model Refine Research - Develop a Bibliography - Read “Biomimicry Shaping the Shinkansen”	Project-Based Inquiry, pp. T458-T461 Extend Research Incorporate Media Collaborate and Discuss - Revise and Edit - Peer Review	Project-Based Inquiry, pp. T462-T463 Celebrate and Reflect - Share Knowledge - Reflect - Reflect on the Unit

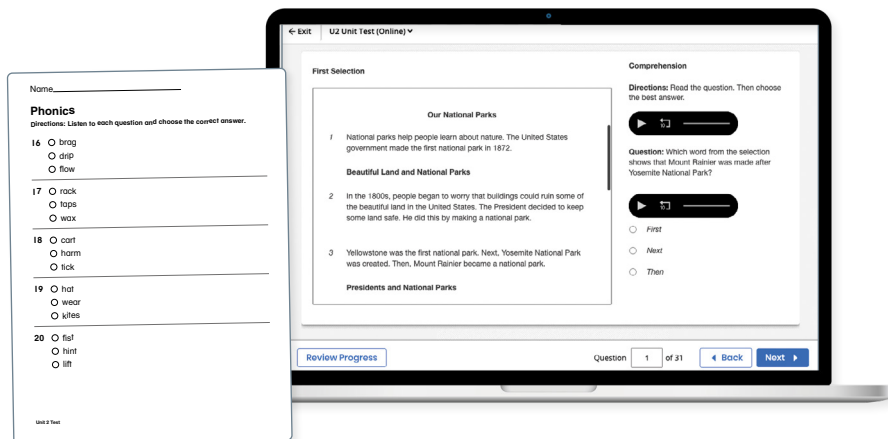


ASSESSING UNDERSTANDING

COMMON FORMATIVE ASSESSMENTS

Throughout each day and week teachers have multiple opportunities for common formative assessment to monitor progress of student skills both in print and digitally on SavvasRealize.com.

Daily Formative Assessments	Weekly Assessments
- Exit Tickets - Monitor Progress Notes - Conferences On-the-Go - Student Interactive Book Practice Pages - Skills Practice Book and Additional Practice pages	- Weekly Progress Check-Up Assessments - Cold Reads for Fluency and Comprehension - Weekly Selection Quizzes - Weekly Standards Practice



COMMON SUMMATIVE ASSESSMENTS

Summative assessments give teachers a comprehensive picture of student understanding in skills and standards taught over the course of a Unit or designated time period. The Assessment Guide helps teachers use data to inform instructional decisions in addition to the detailed data reports provided on SavvasRealize.com.

Unit Assessments	Diagnostic and Comprehensive Assessments
- Unit Tests (Administered End of Week 5) - Writing Assessments (Administered End of Week 5) - Performance-Based Assessments (Administered End of Week 5) - Project-Based Inquiry Rubrics (Evaluated End of Week 6)	- Baseline (Beginning-of-Year) Assessment - Middle-of-Year Assessment - End-of-Year Assessment - Savvas Literacy Screener & Diagnostic Assessments

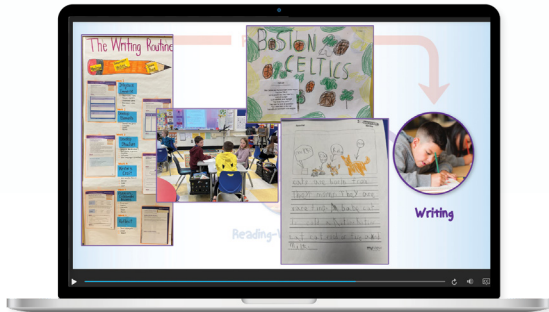
Explore the Power of Digital Literacy



VIRTUAL
SAMPLING

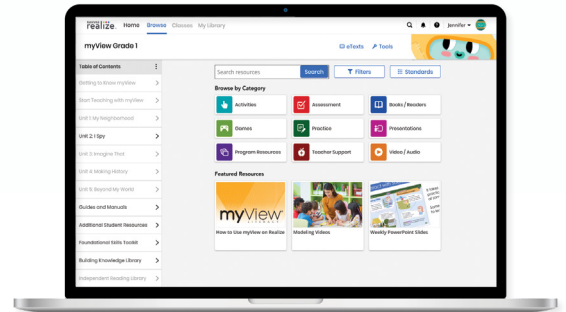


mySavvasTraining.com



Professional Learning doesn't stop after one training session. At Savvas, we know that elevating practice and implementing any new program takes time and consistent support. In addition to in-person training sessions, teachers and administrators are provided 24/7 access to mySavvasTraining.com, our digital professional development portal. With model lessons and real classroom examples, teachers can experience *myView Literacy* through multiple perspectives.

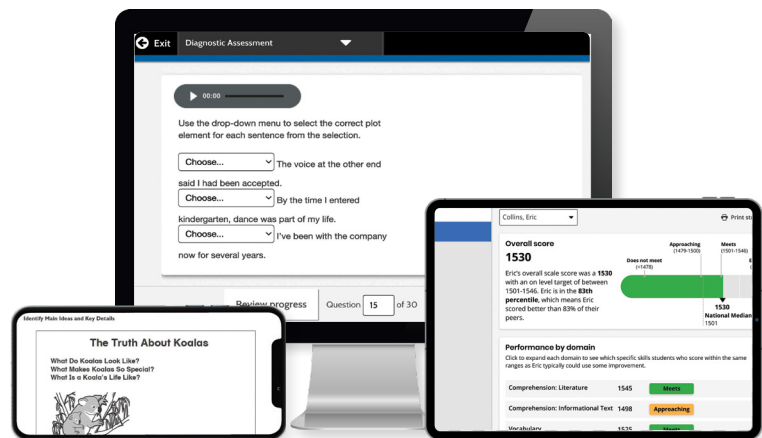
SavvasRealize.com



The instruction and practice in *myView Literacy* are elevated and extended through SavvasRealize.com. Our digital curriculum portal contains all resources needed to deliver *myView Literacy* lessons plus enhancements, such as multimedia, digital games, teacher presentation slides, interactive practice, and much, much more. Discussion boards, digital assessments, data reports, and editable lesson plans all provide ease of use for teachers while a student-friendly interface increases engagement.

SAVVAS Momentum ASSESSMENT SUITE

Give students momentum for learning. The Savvas Momentum Assessment Suite includes online screeners and diagnostic assessments. The multistage adaptive diagnostic pinpoints strengths and growth opportunities and delivers instructional recommendations. Available with *myView Literacy* on SavvasRealize.com.



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