

myView Literacy and *miVisión Lectura* © 2020 Big Picture

Welcome



Welcome to *myView Literacy* and *miVisión Lectura*!

This program was designed with you in mind. It addresses literacy, content areas, social-emotional learning, and student curiosity every day.

Let's take a closer look so that you can prepare to teach.

Big Picture



Look at the instructional model. You'll probably notice right away that each day is organized into Reading, Writing, and the Reading-Writing Bridge.

Here you'll find standards-based instruction within easy-to-use minilessons.

Check out the colors! Keep them in mind because the whole program is color-coded to help you quickly and easily find what you need.

Take some time to explore the instructional model. You'll see how this simple model will engage your students and save you time.

Reading



- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

You'll have time for whole-group and small-group instruction every day during your Reading block. The minilessons will explicitly teach

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

In addition to this, students will learn genre characteristics, close reading strategies, and many comprehension skills such as summarizing, making connections, and analyzing text structure.

Take a few minutes to learn about some of the minilessons.

Vocabulary

Help students build vocabulary by using generative strategies on words related to their reading. Students will

- focus on key academic vocabulary throughout each unit;
- preview vocabulary prior to reading texts; and
- learn related words through minilessons that focus on synonyms, antonyms, word parts, and so on.

VOCABULARIO

Desarrollar el vocabulario

MI TURNO Completa las oraciones con una de las siguientes palabras que tenga un significado similar al de las palabras debajo de las oraciones.

contemplar trepé alumbraban distinguir alba

- ¿Cómo podemos distinguir las estrellas de los planetas en el cielo nocturno?
diferenciar
- A mi abuela le gusta mirar las flores.
- Los faroles iluminaban el camino.
- Yo subí hasta la punta del árbol.
- Esta mañana me desperté con el amanecer.

STUDENT INTERACTIVE, p. 26

The Blackout

Preview Vocabulary
You will read these words in *The Blackout*.

check quiet listen mutters

Read

Read to learn about the characters.
Look at the pictures to help you understand what is happening in the story.
Ask about what the characters do.
Talk about the story with a partner.

Meet Author
Zetta Elliott used to be afraid of the dark. She still keeps lots of candles and batteries at home, just in case there is a blackout near her home.

Fluency

You will model fluent reading multiple times during the week and give students plenty of opportunities to practice. Minilessons are included to teach fluency skills and help you monitor students' progress.

Fluency

Assess 2-4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage with appropriate expression to convey the feeling of the text. If needed, model reading a fiction passage with expression.

ORAL READING RATE AND ACCURACY

Use pp. 1-6 in Unit 1, Week 1 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

FLUENCY

After completing the Read-Aloud Routine, model reading aloud a short section of "Trash on the Trail" that includes dialogue. Explain that fluent readers read with prosody, or expression. They read dialogue in a way that reflects characters' emotions. As students read *The Blackout*, they should practice reading with expression.

Shared Read

You'll read quality literature together that positively represents many cultures and groups. The Shared Read minilesson gives students the chance to hear fluent reading and observe you thinking aloud as you read. Not sure what to focus on and model as you read? The notes in your Teacher's Edition give you reading routines, stopping points, and think aloud notes.



First Read

Read

THINK ALOUD As I start reading, I am excited to read about frogs. I think they are interesting animals. The text says, "A frog starts out as an egg." So a frog begins its life as an egg. I will read on now to find out about the other changes that happen to a frog as it grows.

FIRST READ STRATEGIES

READ Tell students to read or listen as you read the text.

LOOK Tell students to look at the photos to help them understand the information in the text.

ASK Have students generate, or ask, questions about the information they read or to clarify the meaning or words and phrases in the text.

TALK Guide students to talk to a partner about the text.

Genre & Theme

Students will read multiple texts in each unit that relate to the same theme. This provides the opportunity for students to learn about the genre of each text and then make connections across texts and genres. During these minilessons, students

- read and interact with an infographic that introduces the genre;
- listen to a fluent reading of a Listening Comprehension text or trade book; and
- use an anchor chart that helps them understand more about the genre they will focus on that week.

Weekly Question
How do animals grow and change?

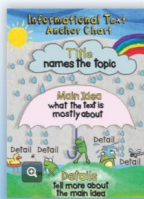
How Big Is the Baby?
Write the name of each animal baby.

Hedgehog
A baby hedgehog is called a **hoglet**. The hoglet has small, white spikes that feel smooth. The mother is covered in long, hard spikes that feel prickly.

Blue Whale
A baby blue whale is called a **calf**. The calf weighs about 6,000 pounds when it is born! Even though the calf is big, its mother is much...

Panda
A baby panda is called a **cub**. It is very small compared to its mother. The cub is pink and the size of a stick of butter.

WEEK 1	WEEK 2	WEEK 3
Informational Text The Life of a Frog	Informational Text The Life Cycle of a Sunflower	Informational Text How Do Baby Animals Grow?
WEEK 4	WEEK 5	WEEK 6
Poetry Poetry Collection	Drama Bigger Shoes for the Big Race	Inquiry and Research New at the Zoo! Research Articles



Small Group

Check out all the options that will help you plan and teach your small groups!

- Strategy lessons
- Intervention activities
- ELL support
- Fluency practice
- Extension activities
- Conferring suggestions
- Independent reading
- Literacy activities

And if you need more support, pull out your *Small Group Guide* or *Guía para grupos pequeños*. This amazing resource is packed with research and tips that will help you prepare for, manage, and teach your small groups. You can access a digital version of the guide under Teacher Resources on Savvas Realize™.

Teacher-Led Options

Strategy Group **Identify Main Idea**
Teaching Point: Teachers of informational text read the text, think about the speaker/writer, words, and look at the pictures. Then they think about what the text is mostly about. Look back at The Life of a Frog and model asking yourself what the text was mostly about. Then ask students to share the main idea of a text they have read.
ELL Targeted Support
Tell students that identifying the main idea of a text is a good way to check that they understood the text well.
Students may identify the main idea in single words or short phrases from the text they have just read.
DEVELOPING
Ask students to explain or describe what the text is mostly about. Help them make statements about the main idea of the text in complete sentences.
DEVELOPING
Write these sentence frames on the board or on chart paper. The main idea of this text is _____. One detail from the text that supports this main idea is _____. Tell students to use these frames to tell about the main idea of the text. Have them work with a partner to practice giving their answers in a complete sentence.
BRIDGING
For additional support, see the online Language Awareness Feedback.

Intervention Activity **Identify Main Ideas and Key Details**
Use Lesson 50 in the myFocus Intervention Teacher's Guide for instruction on main idea.
ELL Targeted Support
Use the sentence frames on the board or on chart paper. The main idea of this text is _____. One detail from the text that supports this main idea is _____. Tell students to use these frames to tell about the main idea of the text. Have them work with a partner to practice giving their answers in a complete sentence.
BRIDGING
For additional support, see the online Language Awareness Feedback.

Fluency **Assess 2-4**
PROSODY
Have student pairs practice reading together with expression.
ORAL READING RATE AND ACCURACY
Use pp. 31-32 in Unit 2, Week 1 Core-Check to assess students. Use the Fluency Progress Chart to track student progress.

Conferring **Identify Main Idea**
Take About Independent Reading Issue seriously both in the conferring and in the books. Ask about the main idea. Ask students to tell how they identified the main idea.
Possible Conferring Prompts
• What is the main idea?
• How do you know that was the main idea?
• How did looking at pictures help you understand the main idea?
Teacher Teaching Point Teachers of informational text look about a text to understand the main idea.

Independent/Collaborative **Identify Main Idea**
Take About Independent Reading Issue seriously both in the conferring and in the books. Ask about the main idea. Ask students to tell how they identified the main idea.
Possible Conferring Prompts
• What is the main idea?
• How do you know that was the main idea?
• How did looking at pictures help you understand the main idea?
Teacher Teaching Point Teachers of informational text look about a text to understand the main idea.

Literacy Activities **Identify Main Idea**
Take About Independent Reading Issue seriously both in the conferring and in the books. Ask about the main idea. Ask students to tell how they identified the main idea.
Possible Conferring Prompts
• What is the main idea?
• How do you know that was the main idea?
• How did looking at pictures help you understand the main idea?
Teacher Teaching Point Teachers of informational text look about a text to understand the main idea.

Close Read

Students will have many opportunities to read and reread texts, answer questions, and cite text evidence.

You'll notice a routine to the minilessons: **Focus, Model and Practice, and Apply**. You will model new skills and strategies, give students practice with feedback, and provide structured opportunities for review and practice.

FORMATIVE ASSESSMENT OPTIONS

Apply
Have students use the strategies for identifying the main idea.

Observe **Observe**
Have students complete p. 40 in the Student Interactive.

Option E **Use Independent Text**
Have students use sticky notes to mark places in a text where they identify the main idea. Tell them to write the main idea on the sticky note.

QUICK CHECK
Notice and Assess Can students identify the main idea in an informational text?
Decide
• If students struggle, revisit instruction about identifying the main idea in Small Group on pp. T54-T55.
• If students show understanding, extend instruction about identifying the main idea in Small Group on pp. T54-T55.

Minilección

ENFOQUE EN LAS ESTRATEGIAS Los textos informativos tienen un título o nombre. También tienen una idea principal o central. La idea principal es de lo que trata mayormente el texto. Los detalles del texto informativo dan más información sobre la idea principal. Los textos informativos también tienen elementos gráficos simples para dar más información sobre la idea principal.

- Pregúntense cuál es el título. ¿Qué nos dice el título sobre la idea principal o central del texto?
- Piensen en los detalles. ¿Qué dicen sobre la idea principal?
- Miren los elementos gráficos, como las imágenes, las fotografías y los diagramas. ¿Cómo los ayudan a comprender el texto?

DEMOSTRAR Y PRACTICAR Lea con los estudiantes el ejemplo de "De huevo a mariposa" de la p. 24 del *Libro interactivo del estudiante*. Luego, ayude a los estudiantes a reconocer los textos informativos haciendo una demostración. Diga: El título de este texto es "De huevo a mariposa". El título me dice cuál es la idea principal o central: cómo se convierte un huevo en mariposa. Los detalles explican cuatro etapas. Me dan más información sobre la idea principal. El elemento gráfico, que es una fotografía de una mariposa, me ayuda a imaginar de lo que trata el texto. Me doy cuenta de que es un texto informativo. Luego, lean juntos el cartel de referencia de la p. 25.

Close Read
Identify Main Idea
Ask students to read the Close Read note on p. 29. Prompt them to recognize the sentence on p. 28 as the central or main idea. Have students underline the sentence. Then ask: How can you tell that this is the main idea of the text? (It is a big idea about the life of a frog rather than a specific detail.) **[DOK 2]**

OBJECTIVE
Recognizes characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

myView Literacy Support

Minilessons follow easy, consistent routines, and you'll have plenty of support from the Reading Routines Companion. This resource offers structured support to help you address the needs in your classroom. You'll find explicit and systematic routines for phonemic awareness, phonics, word study, fluency, vocabulary, and comprehension. The routines will also help you monitor progress and make decisions around differentiated instruction to meet student needs.

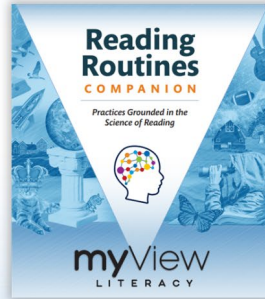
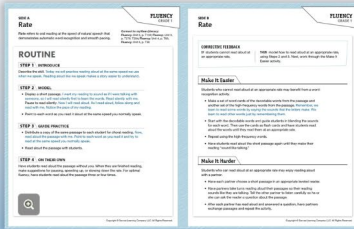
Check out the targeted support for English learners in your Teacher's Edition. You'll find suggestions that will help scaffold instruction for learners at all levels of language proficiency.

ELL Targeted Support Short a Words Help students learn relationships between sounds and letters of English. Write and say /a/ and have students repeat vocalizing the short a. Point to the pictures on the top of p. 14 in the *Student Interactive* and slowly say each word.

Repeat each picture name, and have each student point to the picture and say the word. **EMERGING**

With a partner, have students make a list of other words that have a short a sound and practice saying those words. **DEVELOPING**

Ask students to think of other words that have a short a sound. Have them think of a sentence with that word to share with a partner. **EXPANDING/BRIDGING**



miVisión Lectura Support

Spanish Language Development notes are included in minilessons to support instruction for biliterate learners at all levels of language proficiency. The Teacher's Edition also includes point-of-use professional development support for non-native teachers of Spanish.

Check out the *Dual Language Educators' Implementation Guide* to access routines, activities, and resources that will support instruction. Include these routines and activities in whole or small group minilessons to support biliterate learning and help students make connections across languages.

DESARROLLO DEL LENGUAJE EN ESPAÑOL

Hacer una lluvia de ideas Pida a la clase que piensen en ejemplos de textos informativos y anótelos en el pizarrón. Pregunte qué tipo de información contienen esos textos.

Muestre ejemplos de textos informativos, como artículos impresos o en línea, libros de texto de ciencias y revistas de viajes. Use uno de los textos para demostrar cómo se identifican los elementos del texto. Distribuya los textos entre las parejas bilingües y pídale que ojeen los textos e identifiquen los elementos del texto que encuentren.

ANÁLISIS CONTRASTIVO Use el mural de palabras durante el tiempo de conexión entre los idiomas o en las actividades de los centros bilingües para comparar y contrastar el vocabulario que se usa para hablar de los textos informativos.



Echo Reading Routine

BACKGROUND
The Echo Reading routine helps students practice reading with expression, reading at an appropriate rate, and using punctuation cues to read accurately and fluently.

PURPOSE
Echo Reading (or any) is an engaging strategy that develops student confidence and proficiency with fluency, oral reading, and comprehension.

PROCEDURE
1. Read aloud the text you will share. The text can be in any genre, from a poem to a newspaper article, but it should be meaningful and developmentally appropriate. Scan the text to decide how you will "chunk" it for the Echo Reading.
2. Briefly introduce the text. Tell about the genre and its features. Share any background knowledge that students may need to understand before reading the text, such as ELL notes and/or visuals. Ask for a volunteer to read the text aloud to the class.
3. Introduce the Echo Reading Routine to students. Allow one minute to prepare to begin. Letting a few students read parts of the text aloud. Assign students to read in pairs or small groups.
4. Model the routine for the class. Have students read a chunk of the text. Then, you will read aloud or can use your copy and follow along. If you are using one large format text for the whole group, such as a Big Book, guide students by pointing to the text as you read. If students have their own copies, have them follow along tracing the words with their fingers as you read aloud.
5. Echo-reading aloud the next chunk of text, such as a phrase or sentence at a time. Make sure that students are following along visually or with their fingers while reading the text. When a partner wants to take a turn, use a timer to help manage the routine. Have students read in pairs or small groups. Have students read in pairs or small groups. Have students read in pairs or small groups. Have students read in pairs or small groups.
6. Repeat the routine for the rest of the text. Have students read in pairs or small groups. Have students read in pairs or small groups. Have students read in pairs or small groups. Have students read in pairs or small groups.

TEACHING TIPS
• You can choose to introduce the text with a picture walk as a read aloud.
• Begin or end the routine with a discussion of the text. Students may only use memory rather than actually reading the text. Plan to read sections of text that are slightly longer than what students can remember.
• An Echo Reading can be followed by a Choral Reading of the same text to further build fluency and student confidence with a text.



Foundational Skills

You'll notice Foundational Skills or Word Study minilessons daily. Phonological awareness lessons include segmenting, blending, and changing phonemes. You'll teach explicit phonics and word study lessons as well that have a consistent Focus, Model and Practice, and Apply routine. Whether you need print or digital resources, we've got you covered. Students will have access to decodable stories, digital games, practice pages, alphabet and word cards, songs and poems, and more.

SEMANA 1 - LECCIÓN 1
TALLER DE LECTURA

DESTREZAS FUNDAMENTALES

Word Work

Phonological Awareness

Conciencia fonológica: Separar palabras en sílabas

OBJETIVO: Separar palabras en sílabas.

PRÁCTICA: Separa la imagen de la parte de la p. 14 del Libro Interactivo en sílabas. Pide a los estudiantes que segmenten y separen la imagen. Que los estudiantes separen la imagen en sílabas y escriban las sílabas en un papel. Pide a los estudiantes que separen la imagen en sílabas y escriban las sílabas en un papel. Pide a los estudiantes que separen la imagen en sílabas y escriban las sílabas en un papel.

Formative Assessment Options

Apply

Notice and Assess Have students complete the rest of p. 19 and p. 20 in the Student Interactive.

Decide

Independent Activity Have students draw a picture of something whose name begins with one of the letters m, s, or t. Then have students switch pictures with a partner. The partner has to say the word the picture represents and then write the letter it begins with using the drawing. For example, if a student draws an apple, the partner says, "The word is apple," and writes a below the picture.

QUICK CHECK

Notice and Assess Are students able to decode and write words with consonants, s, and t?

Decide

- If students struggle, revisit instruction for Phonics in Small Group on pp. T62-T63.
- If students show understanding, extend instruction for Phonics in Small Group on pp. T62-T63.

Transformaciones

High-Frequency Word Cards


Picture Word Cards

Alphabet Cards

Sound Spelling Cards

Writing

Independent Writing


Mentor STACK


FOCUS ON GETTING IDEAS

- During independent writing time, students should write independently about anything they like.

WRITING SUPPORT

- **Modeled** Choose a stack text and read an excerpt. Do a Think Aloud to model how an author may have gotten an idea for a specific excerpt.
- **Shared** Have students choose a stack text and select an excerpt to read together. Prompt students to talk about where the author may have gotten the ideas in that excerpt.
- **Guided** Use the stack texts to provide explicit instruction on whether an author used a real life experience or imagination for a specific excerpt.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T340.

Students become better writers by learning the process and writing regularly.

Each week has a focus and a bank of minilessons to choose from. Select the minilessons that work best for you, your students, and your school or district's plan.

If you're short on time, use the Fast Track lessons to cover critical grade-level standards in less time.

Each minilesson has options for Modeled, Shared, Guided, and Independent Writing. Students write every day and teachers scaffold independence with a gradual release approach.

You'll have access to so many helpful resources in your Teacher's Edition and online. Click each resource to learn more.

Conferring Support

Personalize instruction while working in small groups or with individual students. Look for the built-in conferring guides in your Teacher's Edition to help determine next steps. Check out the support for English learners here as well. You'll notice suggestions for all levels of learners that you can implement as you meet with students.

Conferencias

Durante las conferencias, evalúe la comprensión del título, la idea principal, los detalles y elementos gráficos simples para medir dónde necesitan apoyo los estudiantes para escribir sus libros informativos. Tenga disponibles, como referencia, los textos mentores y las mini-lecciones durante las conferencias.

EVALUACIÓN FORMATIVA
FORMATIVE ASSESSMENT

Lecciones de Inmersión: Género | **Genres Immersion Lessons**

Si los estudiantes necesitan apoyo adicional,
If students need additional support,

Si los estudiantes demuestran que comprenden,
If students show understanding,

Lleva de ideas: Tema e idea principal | **Takeaway a Topic and Main Idea**

Si los estudiantes necesitan apoyo adicional,
If students need additional support,

Si los estudiantes demuestran que comprenden,
If students show understanding,

Planificar el libro informativo | **Plan Your Informational Book**

Si los estudiantes necesitan apoyo adicional,
If students need additional support,

Si los estudiantes demuestran que comprenden,
If students show understanding,

Conferences

During this time, assess for understanding of what resources authors use in prewriting and publishing. Monitor where students may need support in their own writing. Have stacks and mini-lessons available to reference during the conferences.

FORMATIVE ASSESSMENT | **Conference Prompts**

Where Authors Get Ideas

If students need additional support,
Then gather several books from the stack and ask: What is this book about? Where do you think the author got ideas for this book?

If students show understanding,
Then ask: Where do you get ideas for your writing? What will you write about?

Digital Tools We Can Use

If students need additional support,
Then ask: Do you like to use a pencil and paper or a computer to write? Why?

If students show understanding,
Then ask: What digital tools have you used? How did they help you?

Digital Tools We Can Use Together

If students need additional support,
Then ask: Which rules on page 95 have you followed?

If students show understanding,
Then ask: How can using a digital tool make your writing better or different?

Conference Support for ELL

EMERGING

- Model using a Think Aloud for getting ideas from the setting around you.
- Have students draw a picture to show something around them that they could write about.

DEVELOPING

- Help children name the different parts of a computer by pointing to each and naming them, such as monitor, keyboard, and mouse.
- Talk about how to use each part when writing.

EXPANDING

- Discuss ideas students have to publish their writing.
- Use a Think Aloud to tell how you would use digital tools to publish your own writing.

BRIDGING

- Invite students to read and explain in their own words rules for using digital tools with classmates.

Rubrics

Peer Feedback: Informational Writing

Writer's Name _____
Peer's Name _____

Is there a clear topic?

Is there a main, or central, idea?

Is there supporting evidence, or details?

Write one thing you like about the text. I like... _____

Write one idea you have for the writer to improve the writing. One thing you could do is... _____

Guía para calificar de cuatro puntos: Poesía

Puntuación	Estructura	Imágenes literarias	Sonido	Normas
4	Las palabras se estructuran en versos, y se demuestra una buena comprensión de cómo riman las últimas palabras.	El poema evidencia una buena comprensión de cómo se usan los palabras para crear imágenes, así como también conocimientos de detalles sensoriales y símiles.	El poema incluye varios ejemplos de aliteración.	El poema evidencia una buena comprensión del uso de sustantivos, adjetivos, preposiciones y tiempos verbales, y prácticamente no contiene errores.
3	La mayoría de las palabras están estructuradas en versos, y se evidencia un manejo adecuado de la rima final.	El poema evidencia un manejo adecuado de la creación de imágenes literarias e incluye un detalle sensorial o un símil.	El poema incluye algunos ejemplos de aliteración.	El poema evidencia un manejo adecuado de los sustantivos, los adjetivos, las preposiciones y los tiempos verbales, aunque contiene algunos errores.
2	Algunas palabras están estructuradas en versos, y se evidencia un relativo manejo de la rima final.	Las imágenes literarias del poema son confusas o están mal formadas. El texto no incluye detalles sensoriales o símiles.	El poema incluye por lo menos un ejemplo de aliteración.	El poema evidencia cierto manejo de los sustantivos, los adjetivos y los tiempos verbales, aunque contiene muchos errores.
1	Las palabras están organizadas en versos parciales; el poema no contiene rima final.	El poema no contiene imágenes literarias, detalles sensoriales o símiles.	El poema no incluye ejemplos de aliteración.	El poema contiene tantos errores de normas que se dificulta la comprensión.
	El poema no obtiene puntaje si el estudiante no demuestra un manejo adecuado de la estructura, las imágenes literarias, el sonido o las normas de la poesía.			

Assess your students' writing with 4-point rubrics. Students can even give each other feedback on writing pieces. ☆



Essay Scorer

miVisión Lectora 2020 Grado 4

- Table of contents
- Resources
- Standards
- Leveled readers
- eText
- Tools

- Animation / Video
- Evaluaciones y práctica
- Audio / Video: Libro interactivo del estudiante
- Club del libro: Libros comerciales
- Dual Language Educators' Implementation Guide
- Essay Scorer**
- Juegos

Students in Grades 3–5 can use EssayScorer as they write. They'll get immediate, tailored feedback to help improve their skills.

UNIT 1: Personal Narrative

It takes a friend to be a friend. Think about the different ways we start new friendships. Write about a time when you met a new person. Describe how you met and how your friendship grew.

Start typing your essay here.

Get Feedback

Start writing your essay and get feedback when you're ready.

Extra Practice

Check Savvas Realize™ for extra language and conventions practice pages.

miVisión Lectora 2020 Grado 2

- Table of contents
- Resources
- Standards
- Leveled readers
- eText
- Tools

UNIDAD 2 Semana 1: Taller de escritura

TALLER DE ESCRITURA: Introducción e inmersión

- Minilección: Hecho u opinión
- Minilección: Usar mayúscula inicial en los títulos

Name _____

Language and Conventions

Simple Sentences

A simple sentence is a group of words that say a complete idea. A simple sentence tells who or what a person, animal, or thing is or does. It starts with a capital letter and ends with a period or another end mark. The subject and verb in the sentence must agree in number.

MY TURN Circle the two complete simple sentences.

The bird landed on the branch.
Tonya is.
go to the mall.
A bus parked over there.
The little girl

MY TURN Write three complete simple sentences.

- _____
- _____
- _____

Writing Club

Writing Club will help students learn to talk about their writing, share ideas, and give each other support. Your Teacher's Edition will give suggestions about what students should share and discuss. You'll even find Conversation Starters to help them get started.

LAUNCHING WRITING WORKSHOP

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share initial ideas for pieces of writing.

As students get to know their new Writing Club groups, they should spend the first 5-10 minutes discussing the following:

- How to listen carefully and be polite when speaking
- How to give clear and useful feedback
- How to appropriately ask and answer questions

What Are We Sharing? Tell students that they should share ideas from their writing notebooks. Group members should ask questions to help develop one another's ideas.

How Do We Get Started? Conversation Starters

- I would like to know more about ____
- Where did you get the idea for ____?
- I am not sure what ____ means.

CLUB DE ESCRITURA

¿Qué sucede esta semana? En el Club de escritura de esta semana, los estudiantes comentarán sus ideas para los libros.

Puesto que los estudiantes están en los nuevos grupos del Club de escritura, deben dedicar los primeros 5-10 minutos a comentar lo siguiente:

Cómo hacer y responder preguntas adecuadamente.

El proceso para turnarse durante las conversaciones.

- Qui debe hacer el público cuando alguien comenta sus ideas.

¿Qué comentamos? Explique a los estudiantes que deben comentar su idea principal y los detalles con el Club de escritura. Sus compañeros deben ayudarlos a decidir si los detalles que han comentado son adecuados para su idea principal.

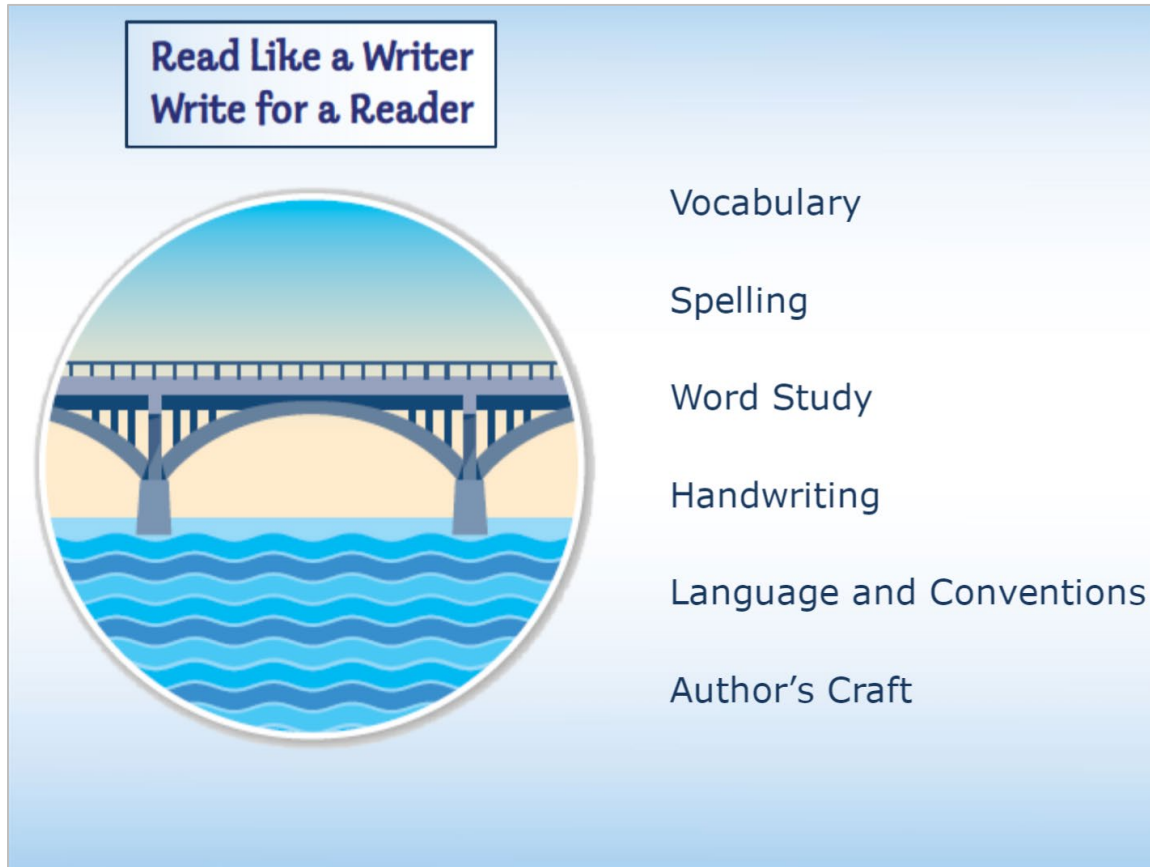
¿Cómo empezamos? Para conversar

¿Cómo decidiste escribir sobre ____?

Me gustó el detalle sobre ____

Algo que todavía no comprendo sobre tu tema es ____

Reading-Writing Bridge



The graphic features a circular illustration of a bridge over water on the left. To the right of the bridge, a box contains the text "Read Like a Writer" and "Write for a Reader". Below this, a list of skills is presented in a light blue box with horizontal lines: Vocabulary, Spelling, Word Study, Handwriting, Language and Conventions, and Author's Craft.

Read Like a Writer
Write for a Reader

- Vocabulary
- Spelling
- Word Study
- Handwriting
- Language and Conventions
- Author's Craft

We know that it's important to help our students understand the reciprocal relationship between reading and writing.

The Reading-Writing Bridge lessons will do just that.

You'll teach vocabulary, spelling, word study, handwriting, conventions, and author's craft lessons. Students will practice skills that are complementary to reading and writing.

Project-Based Inquiry

Project-Based Inquiry: Explore and Plan

▶▶ Audio

▶ Before you begin researching parks and playgrounds, plan your research. Use the activity to do research for your letter, including finding relevant information from different types of sources.

Elements of an Argumentative Letter	Research Plan
OPINION An opinion is a point of view on a topic. Example: I believe pets can make us happy and healthy.	What information will help me form my opinion?
	Sources:
	My opinion:
REASONS Once you have formed your opinion, identify reasons that support your opinion and convince the reader. Examples: 1: Pets make us more active. 2: Pets help to keep us healthy.	What information will support my opinion and convince the reader?
	Sources:
	Reason 1:

Ask questions

Conduct research

Work with others

We all understand the importance of real-world application of what students learn.

Inquiry projects are a great way to bring relevance to your classroom, but they can be difficult to plan.

Good news! The planning has been done for you. You'll find an inquiry-based project in each unit.

Students will have access to quality primary sources and leveled research articles in school and digitally via Savvas Realize; everything they need to research, collaborate, and problem solve.

During Project-Based Inquiry, students apply their skills in authentic ways, like writing letters to community members or creating posters about important issues.

They'll learn to ask good questions, conduct research, and work with others. What a great way to help students develop these critical social-emotional skills!

Wrap-Up

myView LITERACY THE BIG PICTURE miVisión LECTURA

Create Your Story

my SAVVAS Training

myView Literacy and *miVisión Lectura* will empower your students to learn from the world around them as their stories begin to unfold.

It's time to start creating your story!

Thanks for joining me and remember to check My Savvas Training for other tutorials and resources.