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.
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

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.

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.

**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.

**The Blackout**

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.
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

- **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.
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™.

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.
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 flies and have students repeat. Then say the short a. Point to the picture on the top of p. 14 in the Student’s Interactive and slowly say each word. Repeat each picture name, and have each student point to the picture and say the word. Emphasize sentences. 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 students think of a sentence with that word to share with the partner.

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.
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.
Writing

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.

Rubrics

Assess your students’ writing with 4-point rubrics. Students can even give each other feedback on writing pieces.
Essay Scorer

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

Extra Practice

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

WHAT'S HAPPENING THIS WEEK?

In the usual Writing Club, students will share ideas from their writing.

- What's happening in your writing this week?
- How is it different from last week?
- How is it similar to last week?
- How is it different from last week?
- How is it similar to last week?

WHAT ARE WE doiNG?

Let students share their ideas about their writing assignments. Group members should ask questions to help develop their ideas.

How Do We Get Started?

Conversation starters:

1. I want to share about _______.
2. What do you think about _______.
3. What do you think _______.
4. What do you think _______.
5. What do you think _______.

CLUB DE ESCRITURA

¿Qué está pasando este semana en el Club de escritura?

En el Club de escritura, los estudiantes comparten ideas sobre su escritura.

- ¿Qué está pasando este semana en el Club de escritura?
- ¿Qué está pasando este semana en el Club de escritura?
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- ¿Qué está pasando este semana en el Club de escritura?
- ¿Qué está pasando este semana en el Club de escritura?

¿Qué van a hacer?

- ¿Qué van a hacer?
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¿Qué van a hacer?

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- ¿Qué van a hacer?
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

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` 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.