

Meet Your Routines



In K–5 literacy classrooms, routines are predictable structures that make reading, writing, speaking, and listening processes explicit, repeatable, and transferable. Routines support student learning because they:

- **Free students to focus on thinking.** When directions and expectations are familiar, students spend their energy reading closely, discussing ideas, and writing, not figuring out what to do next.
- **Build independence over time.** Repeated practice with the same structures helps students internalize literacy habits they can apply on their own.
- **Give every student access to rigorous work.** Consistent routines provide a shared entry point to complex texts and tasks, so all students can participate meaningfully.

In myView Literacy, routines are intentionally designed around **grade-level standards** for reading, writing, speaking and listening, and language. They help create a **collaborative classroom culture** where students know how to engage with texts and with one another.

Use this resource to learn, plan, and prepare for the routines you'll use throughout myView Literacy. For each routine, you'll find its purpose, the steps and teacher moves, and tips for preparing materials and introducing them to your class.

Navigate This Resource



Forest View

Unit-level routines that show how learning connects and builds across the six-week unit.



Tree View

Weekly routines that highlight predictable patterns across the week.



Flower View

Lesson-level routines that zoom in on what students experience in a lesson.

Teacher Tip

Practical ideas for planning, pacing, collaboration, visuals, and student independence.

Assess & Adjust

Formative assessment checkpoints that guide next instructional steps.

TE Navigation

Teacher's Edition help for locating key lesson content, assessments, and supports.



Across the Views

Guidance for Implementing Routines in *myView Literacy*

Use these steps to help you establish routines and then enhance them for student independence and ownership.

To Establish Routines

Explicitly name the routine (e.g., "Let's get ready to use our First Read routine...") so students learn it like a formal title.

Model the routine clearly and concisely from a central location. Or use a "Fishbowl", where a small group of students models the routine for others.

Explain the purpose, sharing **why** the routine is valuable (e.g., "We use our Academic Vocabulary routine to think about ways we can start to know and use these words.").

Provide space to ensure uninterrupted time for students to practice each routine. Break routines into manageable, purposeful, engaging segments.

Model descriptive feedback using the language of the routine to help students monitor performance.

Use small-group collaboration during each core routine. Vary group composition to boost engagement, strengthen oral language, and expose students to diverse perspectives.

To Enhance Routines

Use visuals like anchor charts with pictures and color-coded steps for easier following and independent use of routines.

Shift location in the classroom for each routine to create a spatial association.

Infuse multisensory strategies like music, gestures, icons, or modulated voices to help students retain routine steps.

Invite partner practice by having one student model the routine while the other provides feedback to make learning memorable.

Personalize and connect through cross-linguistic connections to home languages and use community-relevant examples.

Assign routine leaders by creating a class role for a student to lead and explain the routine to peers.



Across the Views

Plan & Prepare for Routines

FIRST, PLAN: Internalize What is There

Preview the Purpose

Use the Unit Skills Overview and Weekly Planner to identify recurring routines and the core routines for each week.

Examine Alignment

Notice how routines embed best practices and repeat across weeks, revealing predictable patterns and alignment to standards.

Read in Reverse

Start with Lesson 5 and each lesson's Practice task, then trace backward from the Project-Based Inquiry to see how learning builds.

Analyze the Active Task

Consider what students will do and say. Prioritize active cognitive work (talking, writing, and doing) for personalized instruction.

Teacher Guidance

Use the sample language in blue font as guidance for academic language, modeling, directions, and descriptive feedback.

THEN, PREPARE: Bring Routines to Life for Your Students

Rehearse

Practice routines to find ways to make them more meaningful.

What & Who

Identify what is produced and a meaningful audience for sharing.

Visuals

Create wall charts with routine names, steps, images, and language.

Collaboration

Foster collaboration and oral language through structured activities.

Engagement

Plan manageable chunks and a steady momentum.

Agency

Build choice through Action Plans, group roles, and sharing.

Assessment

Use what students do and say to assess and provide feedback.



Forest View

Unit Routines

Unit routines help students see what their learning is building toward and how it connects across all six weeks.

The Unit Theme and Essential Question provide a shared purpose for learning. Across Weeks 1–5, students build knowledge through connected reading, writing, discussion, and Academic Vocabulary. In Week 6, the Project-Based Inquiry brings that learning together as students synthesize and apply what they have learned through an authentic inquiry project.

Unit Launch

Unit Theme

- What are we exploring?

Essential Question

- What big question will guide our learning?

Unit Goals

- What will we know and be able to do?

Academic Vocabulary

- What key words will we use across the unit?

Weeks 1-5

Weekly Questions

- How do they build toward the essential question?

Build Knowledge

- How do the different texts build knowledge across the unit?

5-Week Writing Process

- How are we developing our writing?

Week 6

Project Based Inquiry

- How will we apply what we have learned?

Research

- What information do we need to explore and gather?

Synthesize

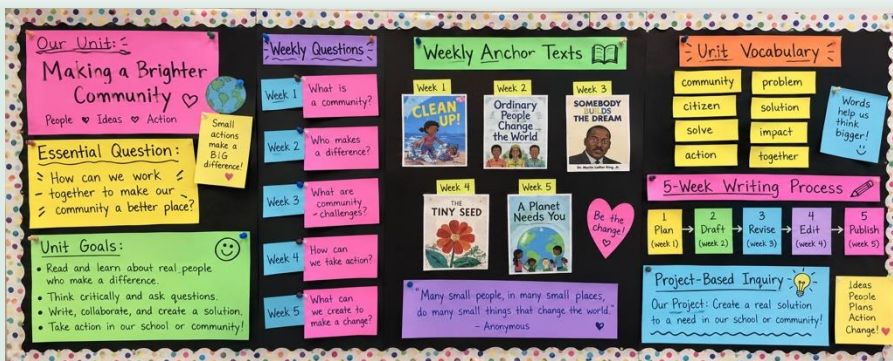
- How will we connect ideas and make meaning?

Write

- How will we develop and refine our work?

Share

- How will we present our learning?



Teacher Tip

A unit board, wall chart, or shared display helps students see how learning connects and grows across the unit. It may include the Unit Theme/Title, Essential Question, Unit Goals, Weekly Questions, weekly texts, Unit Vocabulary, the 5-Week Writing Process, and the Project-Based Inquiry.

Teacher Tip

Plan Backwards: Preview the Project-Based Inquiry early and plan backward. Consider what knowledge, language, reading, and writing students will need in Week 6, then notice how the routines across Weeks 1–5 build toward that goal.



Tree View

Foundational Skills & Word Skills

Predictable Weekly Patterns Builds Automaticity

The Phonological Awareness and Phonics routines in grades K–5 utilize a consistent **Gradual Release of Responsibility** (I Do, We Do, You Do), shifting from oral sound work to mapping those sounds to letters with multisensory strategies. This predictable structure minimizes cognitive load, supporting **K–1** students in developing two skills per week and **grades 2–5** to focus on one skill per week through high-frequency exposure in word reading, spelling, and connected text. In grades 3–5, the routine focuses on **Word Study** and includes advanced phonics and morphology. **Language Links** (all grades) help anticipate pronunciation challenges and leverage home-language transfers for multilingual learners. By repeatedly applying the same sound-spelling or word study patterns across the week, students move from isolated decoding to the automaticity required for orthographic mapping and fluent reading.



Daily Lesson Pattern: 4-Part Sequence

TEACH

Explicit instruction

MODEL & GUIDE PRACTICE

Supported practice

PRACTICE

Independent application

FORMATIVE ASSESSMENT

Evidence to inform next steps

Reading Resources: Sound-spelling cards, Alphabet cards, and Picture cards support Model & Guide Practice. Additional lessons, multisensory routines, and extension activities are available in the Reading Routines Companion.

Teacher Tip

Plan from the student task: Preview the Practice task in the Student Interactive, then review the Formative Assessment and connected Small Group options in the Weekly Planner. Keep wall charts and routine resources visible so students can refer to them during practice, reading, and writing.

WEEK 2 LESSON 1

OBJECTIVES
Produce a series of rhyming words.
Demonstrate and apply phonics knowledge.
Identify and read common high-frequency words.

Phonological Awareness
Produce Rhyming Words

TEACH: See and Say: Point to the picture of the sock on p. 51 in the Student Interactive. Say: This is a picture of a sock. Listen carefully to each sound in the word sock: /s/ (pause) /k/ (pause) /ɪ/. Say the sounds in sock again. Have students repeat. Model the sounds for the pictures of rock and clock. Say all three words. What do these words have in common? (Their middle and ending sounds are the same.) Words that have the same middle and ending sounds are called rhyming words.

MODEL AND GUIDE PRACTICE: Practice identifying more words that rhyme with sock. Display the block Picture Card. Name this picture. Now let's segment and blend the word block: /s/ /k/ /ɪ/. Listen to the sounds in these words: block, sock. Do they rhyme? To check for understanding, ask them why block and sock rhyme. Ask students to produce rhyming words by naming other words they know that rhyme with sock. (Possible answers: dock, lock, knock, mock, stock, flock.)

Reading Routines Companion: For an additional routine and practice with identifying and producing rhyming words, see pp. 45–46.

Phonics
Decode Words with Sound /k/ Spelled ck

TEACH: Use Sound-Spelling Card 36 (back) to introduce the sound /k/ spelled ck. At the end of the word lock, the sound /k/ is spelled with the letters ck. Point to the letters ck on the card.

MODEL AND GUIDE PRACTICE: Point to the word lock and say its sounds. Ask: What is the ending sound in lock? Yes, lock ends with the sound /k/. The sound /k/ in lock is spelled ck. Point to the letters ck on the card. Write the words sock and rock and have students decode them.

PRACTICE My Turn: Have students practice blending and decoding words with /k/ spelled ck in the Student Interactive.

Reading Routines Companion: For an additional routine and practice with constant pattern ck, see pp. 213–214.

CONNECTED RESOURCES

- Produce Rhyming Words
- Decode Words with Sound /k/ Spelled ck
- Teacher's Edition, pp. 108–109
- Reading Routines Companion, pp. 45–46, 213–214, 215, 216, 487
- Digital Practice, Phonics Constant Pattern ck
- Articulation Video 2 (VOT)
- Impulse Intervention Teacher's Guide, Lessons 1, 15

T58 UNIT 2 • WEEK 2

SPOTLIGHT On LEARNING

UNIT 4
WEEK 4

Initial sound: Hh Xx Oo

helicopter **x-ray** **otter**

Our Words to Know:

out **so**

then

Prefixes

What and Why? Prefixes are letters that come at the beginning of a word to make a new word with a different meaning. Prefixes hold onto their meaning, so they help us learn new words.

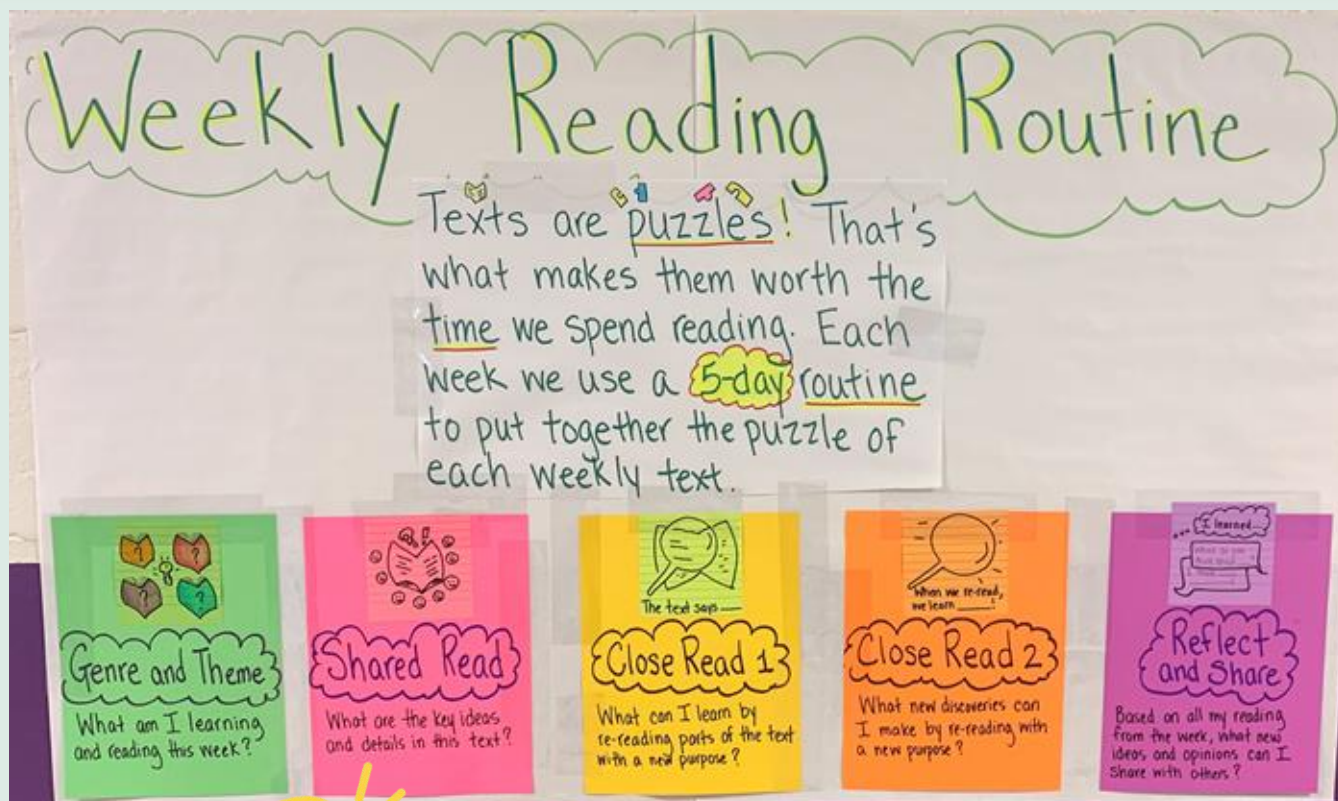
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Tree View

Weekly Reading Routine

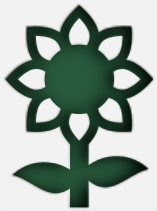
The 5-Lesson Reading Routine moves students from initial genre immersion to deep comprehension and critical application. **Lesson 1** builds the foundation for the week, while **Lesson 2** supports the First Read through vocabulary routines, teacher think-aloud, and evidence-based Check for Understanding. **Lessons 3–4** deepen comprehension through targeted rereading and metacognitive strategies for close reading. In **Lesson 5**, students synthesize their learning by Talking or Writing About It to answer the Weekly Question.



Teacher Tip

When you plan, read the Reflect and Share lesson first. Then examine how the four prior lessons build to this lesson.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Reading, pp. T66–T77	Reading, pp. T82–T93	Reading, pp. T96–T101	Reading, pp. T104–T109	Reading, pp. T112–T115
Foundational Skills - Phonological Awareness: Produce Rhyming Words - Phonics: Decode Words with Sound /a/ Spelled ck - High-Frequency Words Weekly Launch Build Knowledge: “Parts of a Plant” Listening Comprehension Read Aloud: “Growing Food for the Table” Genre Informational Text Formative Assessment Academic Vocabulary Synonyms	Foundational Skills - Phonological Awareness: Produce Rhyming Words - Phonics: Decode and Write Words with Sound /a/ Spelled ck Formative Assessment - Connect to Spelling - High-Frequency Words Read the Text - Preview Vocabulary - Read Together: The Life Cycle of a Sunflower Respond to Text - Check for Understanding - Develop Vocabulary Formative Assessment	Foundational Skills - Phonological Awareness: Add Phonemes - Phonics: Decode Words with Sound /a/ and Sound /z/ Spelled Ss - High-Frequency Words Comprehension Find Text Structure: The Life Cycle of a Sunflower Formative Assessment Author’s Craft Read Like a Writer, Write for a Reader: Word Choice	Foundational Skills - Phonological Awareness: Add Phonemes - Phonics: Decode and Write Words with Sound /a/ and Sound /z/ Spelled Ss Formative Assessment - Decodable Story: The Stars Comprehension Make Inferences: The Life Cycle of a Sunflower Formative Assessment	Foundational Skills - Phonological Awareness: Remove Phonemes - Phonics: Review Initial Consonant Blends and Xx /xx/ - Monitor Progress for Mastery - Cumulative Review Compare Texts Reflect and Share: Talk About It Formative Assessment



Reading Lesson 1: Build Knowledge & Genre

Flower View

Lesson 1: Prepares students for the Weekly Text by building knowledge, developing genre awareness, and establishing language they will use throughout the week.

1

WEEKLY LAUNCH

Establish purpose for the week.

Use the Weekly Question and infographic to connect students to the week's focus.

2

READ ALOUD

Tune Students' ears to the text.

Build listening comprehension while previewing the week's text content, genre, language, and structure.

3

GENRE

Make genre features explicit.

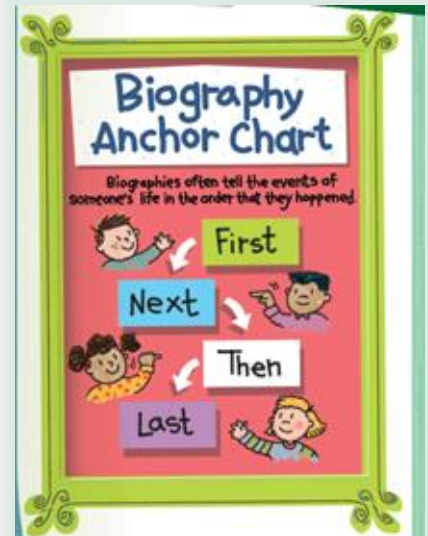
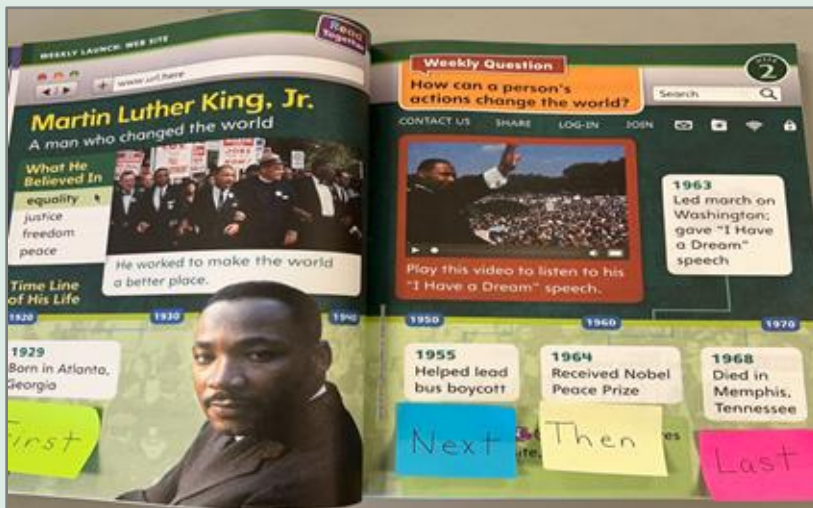
Teach students how the genre is organized and provide language for recognizing and discussing its features.

4

ACADEMIC VOCABULARY

Build language for the week.

Develop and apply academic words students will encounter and use as they read, discuss, and write.



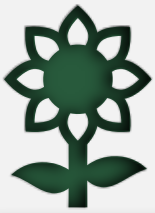
Teacher Tip

Make the lesson parts distinct.

Consider changing locations, partners, or response modes as students move through the Weekly Launch, Read Aloud, Genre, and Academic Vocabulary Routines. Post the Genre Anchor Chart where students can readily reference it during the First Read and throughout the week.

Assess & Adjust: Use the Genre Formative Assessment to identify students who may need additional modeling, reinforcement, or the connected Skill Group Lesson.

TE Navigation: Look for the part of the lesson connected to a Formative Assessment, this signals key content students are expected to understand and apply.



Reading Lesson 2: First Read

Flower View

Lesson 2: Supports students' initial understanding of the Weekly Text through a supported First Read, evidence-based response, and vocabulary development.

1

PREVIEW VOCABULARY + FIRST READ

Build initial understanding.

Preview key selection words, then use Look • Read • Ask • Talk to monitor for meaning as students read the Weekly Text.

2

CHECK FOR UNDERSTANDING

Use evidence to make meaning.

Use 3-5 questions to connect knowledge to the text, discuss understanding, and support responses with text evidence.

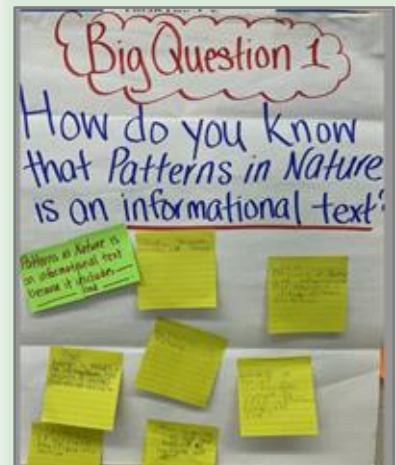
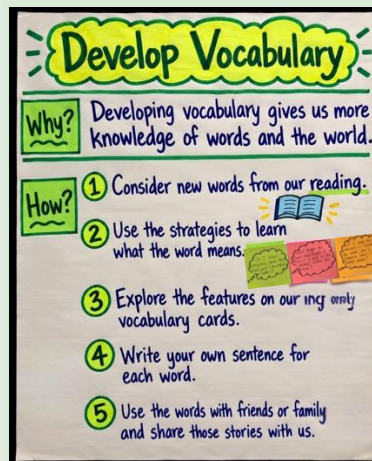
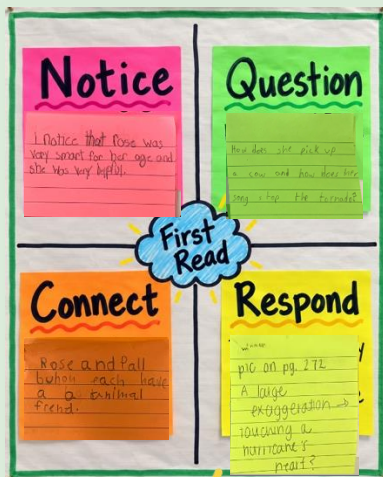
3

DEVELOP VOCABULARY

Deepen word knowledge.

Revisit vocabulary after reading and examine how words are defined and used in context.

Together, these routines give students oral and written rehearsal for explaining their thinking using text evidence and communicating for an audience and purpose.



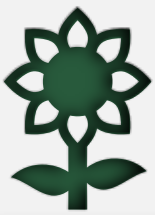
Teacher Tip

Expand Access to the Weekly Text

Use small group collaboration with the Check for Understanding questions, possibly through a jigsaw or co-constructed responses. Use Reading Roles and the read-aloud option on Savvas Realize to support meaningful reading with partners or small groups.

Assess & Adjust: Use evidence from the Check for Understanding and Vocabulary Formative Assessment to identify students who may need additional modeling, reinforcement, or the connected Skill Group.

TE Navigation: The Weekly Text and all Think aloud prompts (including the Close Read prompts used in lessons 3 & 4) are located within Lesson 2 in the Teacher's Edition.



Reading Lesson 3 & 4: Close Read

Flower View

Lesson 3 & 4: Return students to the Weekly Text with a new purpose each day, moving from a standards-aligned comprehension skill to a supporting strategy that deepens understanding.

Lesson 3: Close Read 1 Apply the Reading Standard

Reread targeted parts of the Weekly Text to develop and apply a standards aligned comprehension skill.

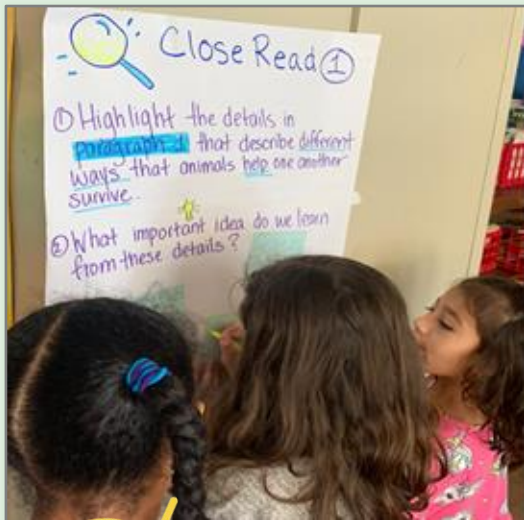
- **Comprehension Skill:** Focus directly on the weekly reading standard.
- **Author's Craft:** Notice how the author's choices shape meaning and support readers.

Lesson 4: Close Read 2 Deepen with a Supporting Strategy

Reread targeted parts of the Weekly Text using a strategy that supports the Reading Standard and helps students deepen or clarify their understanding.

- **Supporting Strategy:** Use text evidence, details, or other reading moves to extend comprehension.

Why Reread? Purposeful rereading helps students notice new evidence, refine their thinking, and clarify misconceptions.

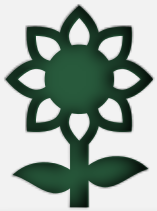


Teacher Tip

Make Each Close Read a New Investigation

Name the purpose for each Close Read before students return to the text. Invite students to gather evidence like detectives and use movement to have students work with different partners to exchange Close Read notes.

TE Navigation: Close Read prompts for Lessons 3 and 4 are embedded throughout the Weekly Text. Return to the Weekly Text pages in Lesson 2 of the TE and use the prompts aligned to each day's focus.



Reading Lesson 5: Reflect & Share

Flower View

Lesson 5: Brings the weekly reading cycle together as students synthesize learning across the week's texts, use evidence to develop and support ideas, and respond to the Weekly Question through speaking or writing.

1

REFLECT

Bring the week's learning together.

Revisit the Weekly Question, Weekly Text, and related texts to identify important ideas and evidence.

2

TALK or WRITE ABOUT IT

Develop and communicate thinking.

Explain or support an idea using evidence through discussion or writing.

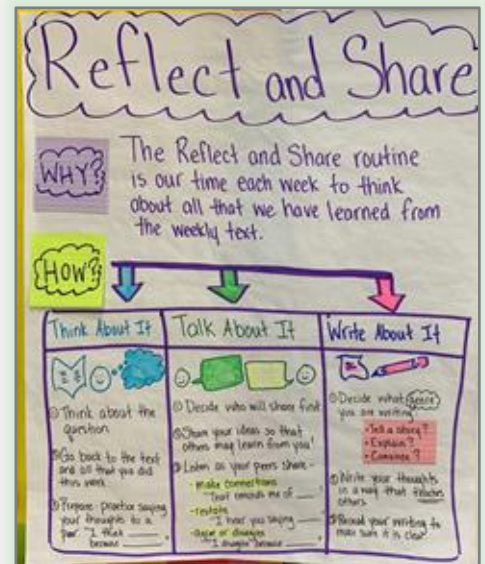
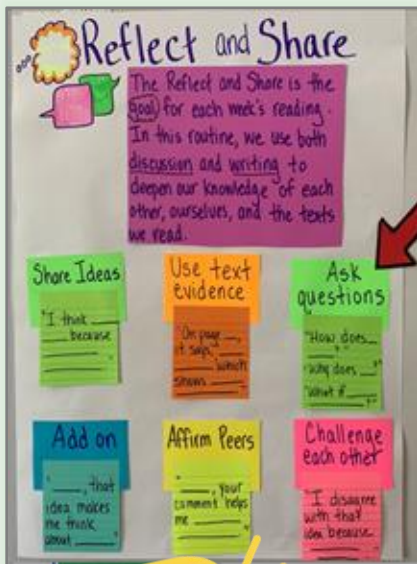
3

SHARE & RESPOND

Synthesize Understanding

Use evidence from the week's texts to respond to the Weekly Question and share learning with others.

Students have been rehearsing evidence-based thinking, discussion, and writing throughout the week. Lesson 5 brings that work together.



Teacher Tip

Use Language Frames and **Wall Charts** to support student discussion/writing and leverage this lesson to have students talk with peers in partnerships and small groups. *Conversation scaffolds understanding and serves as a rehearsal for writing.*

Assess & Adjust: Use the Formative Assessment to identify students who need additional modeling, reinforcement, or the connected skills group.

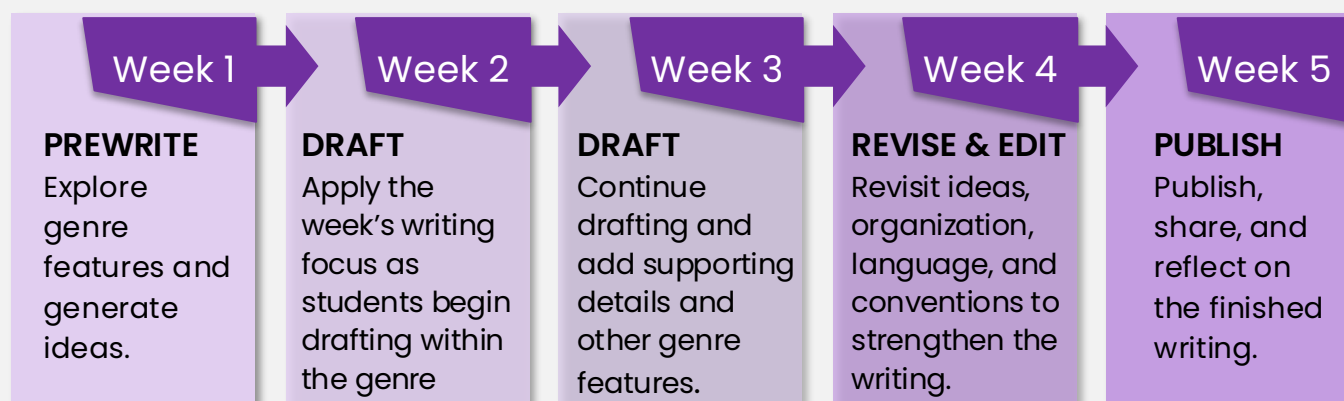


Forest View

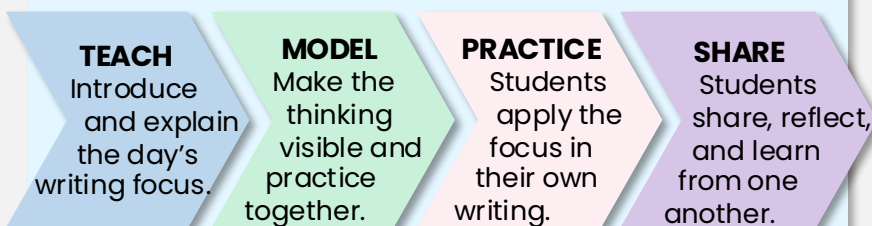
Unit Writing Routines

Across five weeks, students study a genre, develop their writing, and move from prewriting to publication.

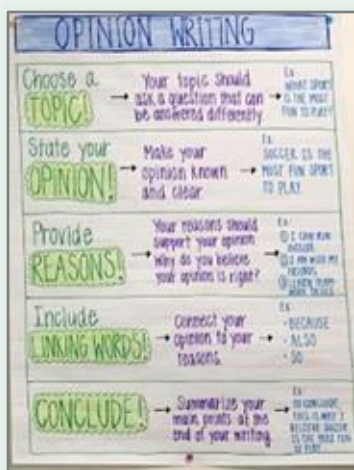
In reading, students build content knowledge across texts. In Writing, they use that knowledge to study one genre and develop a genre-specific writing piece. The five-week routine makes the writing process visible while giving students multiple opportunities to develop and refine their ideas, practice craft, and grow as writers.



Daily Lesson Pattern: 4-Part Sequence



Connect to Reading: Reading and writing work in tandem. Students read across texts to build content knowledge and notice how authors communicate ideas. They draw on that knowledge as they write within that genre.



Assess & Adjust: Use **Conferences On the Go!** questions to keep feedback focused on the lesson's writing skill and determine next steps from what students can do independently.

Teacher Tip

Start with the Share: Preview each lesson's Share and then plan the modeling and guided practice that will prepare students for that outcome. Keep genre and writing-process wall charts visible for students to refer to while writing.



Tree View

Small Group

Daily Formative Assessment guides flexible Small Group instruction. Use evidence from the Reading lesson to determine which teacher-led lesson will best support students while other students engage in purposeful Independent Activities. Groups shift as student needs change.

Daily Formative Assessment

Use the lesson's linked formative assessment to identify the key content and determined next steps.

Teacher-Led Small Group

Provide targeted support, reteaching or extension based on student need.

Flexible Grouping

Students may move among Skill, Intervention, Fluency Challenge, or Language Checkpoint groups as needed.

Independent Activities

While the teacher meets with small groups, other students independently engage in familiar, connected literacy tasks.

Wrap Up

Bring students back together to share learning and reinforce key takeaways.

K-2 typically includes two Skill Groups in Lessons 1-4, while grade 3-5 includes one!

Teacher Tip

Feedback and Accountability:

- Periodically join students in their groups. This gives you another chance for formative assessment and in-the-moment feedback.
- Use roles to foster accountability and independence.
- Use the Wrap Up prompt to bring students back together after Small Group to reflect on the day's learning.

TE Navigation:

- Start with the lesson's linked Formative Assessment. That is the key content teacher should prioritize in small group instruction.
- Weekly Independent Activities are introduced in Lesson 1 and utilized throughout the week.
- As the week progresses, teachers may find more time for longer small-group sessions.

WEEK 5 LESSON 1 GENRE

Teacher-Led Small Group Instruction

- Conduct small group instruction based on the Lesson 1 Formative Assessment on p. 1272 and on the needs of your students.
- Have other students work independently using the Weekly Independent Activity Options on pp. 1278-1279.

Skill Group: Identify Drama

TEACH: A play, or drama, is a story written to be acted out. It's set up very differently from the stories we're used to reading! Fiction is made of sentences, paragraphs, and chapters—but plays are made of stage directions, dialogue, acts, and scenes.

MODEL: Display "The Comforts of Home" on pp. 1270-1271 in the Teacher's Edition. You may wish to make copies of the text using the Practice Generator's Reading Passage templates. Draw a T-chart on the board headed *Prose Fiction and Drama*. Note the elements of each text type in the chart.

Stories are arranged in sentences and paragraphs. But we can see from "The Comforts of Home" that a play doesn't look like a prose story. A novel is divided into chapters, but plays are divided into acts and scenes. When characters speak in a story, their words are in quotation marks, and the author has to tell you "he said" or "she asked." In a play, the character's words is given at the start of his or her dialogue, and there are no quotation marks.

GUIDE PRACTICE: Continue working through "The Comforts of Home" with students. Have them identify elements of drama that don't appear in prose.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

Have students identify three elements of drama in Scene 3 of the text.

If students cannot identify elements of drama,

- THEN review the anchor chart on p. 373 of the Student Interactivity.
- use the Intervention activity.

Challenge Group: Inquiry

Question and Investigate: Have students use the drama on Student Interactivity pp. 373-377 to generate questions about people supporting each other in difficult times and then choose one question to investigate. Throughout the week, have them conduct research about the question. See Extension Activities pp. 173-174 on *SevensFlexits.com*.

1280 UNIT 4 • WEEK 5



Forest View

Project-Based Inquiry

Week 6 brings the unit together through Project-Based Inquiry. Students draw on the unit's texts, vocabulary, and big ideas as they research, collaborate, write, and share. The project gives students a meaningful way to synthesize and apply what they have learned as readers, writers, and researchers while reconnecting to the Unit Theme and Essential Question.

Lesson 1

INQUIRE

Reconnect to the unit. Compare across texts, revisit the Essential Question, introduce the project, and activate academic vocabulary.

Lesson 2

EXPLORE & PLAN

Clarify the task. Explore the writing, focus and purpose; generate questions and begin research.

Lesson 3

COLLABORATE & DISCUSS

Build and develop ideas. Analyze models, gather information from print and digital sources, use collaboration to strengthen thinking.

Lesson 4

EXTEND & REFINE

Strengthen the product, incorporate media and prepare for an authentic audience.

Lesson 5

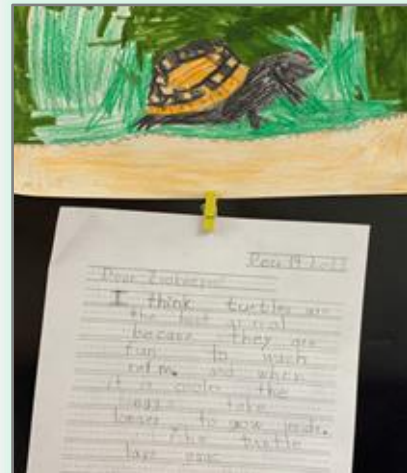
CELEBRATE & REFLECT

Share and reflect, present learning, reflect on the inquiry process, revisit Unit Goals, and celebrate reading and writing growth.



Teacher Tip

Plan backward: Preview the PBI during the Unit Intro. Knowing the Week 6 destination helps you notice the knowledge, vocabulary, reading, and writing students will build across Weeks 1-5. Consider authentic audiences, family/community connections, and presentation opportunities before the project begins.



Assess & Adjust: Use the Research Project Checklist and 4-Point Research Project Rubric to make expectations visible, monitor progress, provide feedback, and support students as they research, write, revise, and present.



Across the Views

Language Development

Language development is embedded throughout *myView Literacy* to support students accessing, using, and developing language across instruction. Four types of Language Development Notes provide different kinds of support for planning and teaching.

- 1 Language Links**
Leverage students' linguistic resources
Draw upon students' multilingual repertoires through information about language variations, cognates, and false cognates to support connections across languages.
- 2 Language Supports**
Scaffold access without reducing rigor.
Use light, moderate, or substantial scaffolding based on what will best support students in completing the task and engaging with the content and language.
- 3 Language Demands**
Anticipate language students will need.
Support planning by identifying language complexities within an Anchor Text at the word, sentence, and discourse levels.
- 4 Language Checkpoints**
Notice growth and determine next steps.
Found each week in Lesson 5 Small Group pages, these Formative Assessments help determine how multilingual learners at different levels of proficiency have grown in the week's knowledge and skills.

In addition, *miVisión Lectora* includes Spanish Language Development notes to provide guidance around Spanish foundational skills and vocabulary.

Teacher Tip

Don't forget about the Language Awareness Handbook in *myView Literacy* and the Dual Language Educators' Implementation Guide in *miVisión Lectora*! These resources include additional activities to support language instruction, including Listening & Speaking Routines, Vocabulary routines and Graphic Organizers.

TE Navigation: Look for Language Links, Supports, and Demands alongside the lessons and texts they support.

LANGUAGE SUPPORT Multilingual Learners

READING Help students complete the chart in the *Student Interactive*.

Light Have the setting the chart d

Moderate conflict on we know / telling the

Substantial students, understand Does she the jungle?

LANGUAGE DEMANDS Multilingual Learners

To support your planning, use this table to preview the language demands found in the text. For more details, see the Text Complexity Chart on p. R2. For additional support, see Language Awareness Handbook p. 8.

Word Level	Sentence Level	Discourse Level
Onomatopoeia: thup, khash-khash, khut, drip-drip	Repeated Sentences: "I was so... I like many traditional tales in...	
Vivid Verbs: crouching, jump, singing, shaking, slithering	Have students watch the video "Where We Students demonstrate active listening by retelling a statement or image from the video, checkpoint as one piece of data among others."	
Multiple-Meaning: patch, leaves, m...	Emerging students can - ask and answer basic questions drawn from the video. - state the topic and some details using simple sentences.	Expanding - ask and detailed using k... - retell an video un detailed

LANGUAGE CHECKPOINT Multilingual Learners

LANGUAGE LINKS Multilingual Learners

Cognates Point out the Spanish cognates related to traditional tales:

- conflict: conflicto
- traditional: tradicional
- legend: leyenda

For additional support with traditional tales, see p. 8 in the Language Awareness Handbook.



Grades K-2: Sample Pacing

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Foundational Skills Teach Skill 1 Teach a new skill with guided practice and introduce HFW. Ⓢ 25 min PA 8 Phonics 10 HFW 7	Foundational Skills Practice Skill 1 Reinforce Skill 1 through practice, application, HFW review, and formative assessment. Ⓢ 25 min PA 2 Phonics 15 HFW 5 FA 3	Foundational Skills Teach Skill 2 Teach a new skill with guided practice and reinforce HFW. Ⓢ 25 min PA 8 Phonics 10 HFW 7	Foundational Skills Practice Skill 2 Reinforce Skill 2, apply Skills 1-2 and HFW in decodable text, and use formative assessment. Ⓢ 30 min PA 2 Phonics 10 Decodable 15 FA 3	Foundational Skills Review & Assess Practice, cumulative review, and assessment. Ⓢ 30 min PA 5 Phonics 10 Review 10 Asses 5
Reading Comprehension Build Knowledge Build knowledge, develop genre awareness, and reinforce Academic Vocabulary to prime students for the Weekly Text. Ⓢ 35 min Weekly launch 5 Read Aloud 10 Genre 12 Vocab 5 FA 3	Reading Comprehension First Read Build initial understanding of the Weekly Text through the First Read, vocabulary, and text-based response. Ⓢ 35 min Preview Vocab 5 First Read 10 Check Understanding 9 Vocabulary 8 FA 3	Reading Comprehension Close Read 1 Reread select parts of the text to deepen comprehension using a reading standard and an Author's Craft focus. Ⓢ 35 min Close Read 20 Author's Craft 12 FA 3	Reading Comprehension Close Read 2 Reread select parts of the text to deepen comprehension using a metacognitive strategy. Ⓢ 30 min Close Read 25 FA 5	Reading Comprehension Respond Build on learning through talking and writing about text to solidify and show understanding. Ⓢ 30 min Reflect/Share 12 Weekly Q 15 FA 3
Small Group Teacher-led: 2 Skill Groups, Challenge, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: 2 Skill Groups, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: 2 Skill Groups, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: 2 Skill Groups, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: 1 Skill Group, Language CP, Challenge, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up
Writing Weekly Writing Focus Introduce the week's writing-process focus, assess spelling knowledge, and review language & Conventions. Ⓢ 30 min Writing 10 Spelling 10 L&C 10	Writing Develop Writing Focus Develop the week's writing focus; teach spelling and handwriting and explore language & Conventions. Ⓢ 30 min Writing 12 Spelling 7 Handwriting 5 L&C 6	Writing Extend Writing Focus Extend the week's writing focus; practice spelling and teach language & Conventions. Ⓢ 30 min Writing 10 Spelling 10 L&C 10	Writing Refine Writing Focus Continue the week's writing focus; review spelling, practice handwriting, and practice language & Conventions. Ⓢ 30 min Writing 12 Spelling 7 Handwriting 5 L&C 6	Writing Complete Writing Focus Complete the week's writing focus; assess spelling and apply language & Conventions through standards practice. Ⓢ 30 min Writing 15 Spelling 10 L&C 5

* Grade 2 uses K-2 pacing for Units 1 and 2 & Grades 3-5 pacing for Units 3-5



Tree View

Grades 3–5: Sample Pacing

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading Comprehension Build Knowledge Build knowledge, develop genre awareness, and reinforce Academic Vocabulary to prime students for the Weekly Text. 40 min Weekly Launch 5 Read Aloud 10 Genre 12 Vocab 10 FA 3	Reading Comprehension First Read Build initial understanding of the Weekly Text through the First Read, vocabulary, and text-based response. 40 min Preview Vocab 4 First Read 20 Check Understanding 5 Vocabulary 7 FA 3	Reading Comprehension Close Read 1 Reread select parts of the text to deepen comprehension using a reading standard and an Author's Craft focus. 40 min Close Read 22 Author's Craft 15 FA 3	Reading Comprehension Close Read 2 Reread select parts of the text to deepen comprehension using a metacognitive strategy and Author's Craft application. 40 min Close Read 22 Author's Craft 15 FA 3	Reading Comprehension Respond Build on learning through talking and writing across texts to solidify and show understanding. 40 min Reflect/Share 25 Weekly Q 12 FA 3
Word Study Teach Weekly Skill Introduce the week's word-study concept through explicit instruction, guided application, and practice. 20 min Teach 5 Guide 10 Practice 5	Word Study Practice Weekly Skill Reinforce Skill 1 through text-based application, practice, and spelling/encoding. 20 min Review 3 Guide 7 Practice 5 Dictation 5	Word Study Extend Skill 1 Extend the weekly skill through more complex word reading, spelling, and application. 20 min Review 5 Guide 5 Practice 10	Word Study Spiral Review Revisit and apply a previously taught word-study concept to strengthen retention and transfer. 20 min Review 5 Guide 5 Practice 10	Word Study Review & Assess Practice, cumulative review, and assessment. 20 min Assess 8 Reteach 4 Review 8
Small Group Teacher-led: Skill Group, Challenge, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: Skill Group, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: Skill Group, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: Skill Group, Fluency, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up	Small Group Teacher-led: Skill Group, Language CP, Challenge, or Intervention; plus, Independent Activities. 45 min: 3 rotations + wrap-up 30 min: 2 rotations + wrap-up
Writing Weekly Writing Focus Introduce the week's writing-process focus, assess spelling knowledge, and review Language & Conventions. 30 min Writing 15 Spelling 8 L&C 7	Writing Develop Writing Focus Develop the week's writing focus; teach spelling and explore Language & Conventions. 30 min Writing 15 Spelling 8 L&C 7	Writing Extend Writing Focus Extend the week's writing focus; practice spelling and teach Language & Conventions. 30 min Writing 15 Spelling 8 L&C 7	Writing Refine Writing Focus Continue the week's writing focus; review spelling and practice Language & Conventions. 30 min Writing 15 Spelling 8 L&C 7	Writing Complete Writing Focus Complete the week's writing focus; assess spelling and apply Language & Conventions. 30 min Writing 15 Spelling 8 L&C 7

* Grade 2 uses K–2 pacing for Units 1 and 2 & Grades 3–5 pacing for Units 3–5