

Revised November 2023

GUIDANCE DOCUMENT FOR TEACHING READING

Using HQIM: *myView* Grades 4-5

Literacy Block Components and Resources



Mississippi Department of Education

OFFICE OF ELEMENTARY EDUCATION AND READING

MISSISSIPPI DEPARTMENT OF EDUCATION

Wendy Clemons

Associate State Superintendent
Office of Secondary Education, CTE, and
Professional Development
wclemons@mdek12.org

Dr. Tenette Smith

Executive Director
Office of Elementary Education and Reading
Tenette.Smith@mdek12.org

Tammy Crosetti

Director of Curriculum and Instruction
tcrosetti@mdek12.org

Kristen Wynn

K-12 State Literacy Director
kwells@mdek12.org

Natalie Crowder

K-12 English Language Arts Director
ncrowder@mdek12.org

Melissa Beck

Assessment Coordinator (K-3)
mbeck@mdek12.org

Chasidy Brewer

6-12 ELA Professional Development Coordinator
cbrewer@mdek12.org

Kelli Crain

Assistant State Literacy Coordinator
kcrain@mdek12.org

Melanie Watkins

K-5 ELA Professional Development Coordinator
mwatkins@mdek12.org

Jill Hoda

Assistant State Literacy Coordinator
jhoda@mdek12.org

Lori Stringer

Assistant State Literacy Coordinator
lstringer@mdek12.org

myView Curriculum Overview: 4th and 5th Grade

Each *myView* unit is backwards designed to build content knowledge along with literacy. Across each six-week unit, students read, write, and respond to thematically related texts across genres, using knowledge gained from reading and discussion to respond to the unit's Essential Question. Each unit culminates with a Project-Based Inquiry in week six.

Each *myView* lesson organizes student learning using the following structure: *Reading, Small Group/Independent, Writing*. *Writing* includes a *Reading Bridge* and a *Writing Bridge* with lessons that integrate literacy and may be woven into reading and writing time.

Five, grade-level complex, literary and informational texts sit at the core of each unit. Students read one of these texts each week. Students engage in the writing process across five weeks, developing knowledge and skills related to one text type or genre.

Weeks 1-5

Reading

- Students build their foundational skills through word work with phonics and word recognition. Students also read a grade-level text across each week, using a weekly reading routine to scaffold comprehension of the text while building knowledge related to the unit theme and Essential Question.
- **The Weekly Reading Routine (this comprehension piece is the same routine weekly):**
 - **Lesson 1** – Genre and Theme, Listening Comprehension
 - **Lesson 2** – Shared Read
 - **Lesson 3** – Close Read
 - **Lesson 4** – Close Read
 - **Lesson 5** – Reflect, Share, and Connect Texts
- **Small Group/Independent** – A classroom strategy in which teachers work with a small group of students on Tier I content while other students work on meaningful tasks from the HQIM semi-independently or in groups.
- **Reading Bridge** – Reading Bridge occurs in lessons 1-5; students learn academic language, conduct word study, and learn to read like a writer and write for a reader.
- **Writing Bridge**-Writing Bridge occurs in lessons 1-5; students learn spelling, language, and conventions.
- Formative assessments are built into lessons: Application tasks and corresponding Quick Checks link directly to the daily lesson's Small Group suggestions.

myView Curriculum Overview: 4th and 5th Grade

Writing

- Minilesson on writing related to the unit's text type/genre
- Independent writing and conferences
- Use of a mentor text
- Options for supporting students in independent writing

myView Major Assessments: *

- Baseline Tests (given at the beginning of year)
- Cold Reads (may be given weekly)
- Progress Check-Ups (may be given weekly)
- Weekly Selection Quiz
- Unit Tests (given at end of each Unit)
- Cold Write (given at end of each Unit)
- Middle-of-Year (MOY) Test (given in middle of year)
- End-of-Year (EOY) Test (given at end of year)

myView Test Prep Resources: *

- Integrated Test Prep
- Weekly Standards Practice
- Preparation for High-Stakes Assessments

**Note: Assessment descriptions can be found in the Assessment Guide for each grade level.*

Week 6

Project-Based Inquiry (End of Unit Activity): During week 6 of each unit, students will participate in a research-based writing project. These culminating activities invite students to demonstrate all they have learned during the unit by synthesizing information and collaborating with peers. Students product an informational or opinion/argumentative text for an authentic, real-world purpose.

Literacy Block Components: 4th and 5th Grades

READING WHOLE GROUP INSTRUCTION (40-60 mins)

Whole Group focusses on the same text. Students do not need to remain in a whole group setting. They can work with partners and small groups throughout this part of the lesson.

Phonics

- Daily phonics lessons can be found on the Reading Bridge page titled Word Study.
- Phonics lessons should be aligned to an explicit phonics routine (see Appendix A).
- Additional phonics resources can be found for each lesson in the Reading Routines Companion.

Vocabulary (Embedded within Lessons 1-5 of Comprehension)

- Students interact with the academic vocabulary that is developed over the course of the unit. Each week, students study the unit vocabulary words, deepening knowledge and creating more word associations.
- Vocabulary for the weekly Shared Read selection is introduced before the Shared Read begins.
- After reading, a Check for Understanding “My Turn” page in the student workbook allows students to interact with the vocabulary words; teachers should consider the purpose of the activity to determine if it should be completed whole group, in groups, or during centers.
- Additional vocabulary resources can be found for each lesson in the Reading Routines Companion.

Comprehension

**Note: Each lesson includes the following sequence (Focus on Strategies and Model, Practice and Apply):*

Lesson 1

- Interact with Sources: The teacher builds content knowledge based on the theme.
- Listening Comprehension: The teacher reads the selection twice, stopping the second time to conduct a think-aloud, and ends the lesson with an activity to be completed whole group.
- Spotlight on Genre: Students deepen their knowledge of the genre and text structure and elements/features.

Lesson 2

- Shared Read: Teachers set the purpose for reading. Teachers discuss the “First Read Strategies:” Notice, Generate Questions, Connect, and Respond.
 - Notice – Remind students to notice_____. (This will differ depending on the text.)
 - Generate Questions – Students will write questions specific to the text and task.
 - Connect – Students will make connections to their lives, prior knowledge, ideas within the text, or another text.
 - Respond – Students will interact with the text in various ways.
- Think-alouds are provided within the anchor-text. Teachers have the option of reading aloud or having students read in groups, pairs, or individually.

- Lesson 2 also includes a “Check for Understanding” in the Student Interactive workbook. This can be done independently or as a whole group assignment.

Lesson 3

- **Close Read:** Teachers will conduct a minilesson on a specific strategy, while students apply the learned strategy to the text read in the Shared Read.
- Teachers revisit the pages of the text that include the corresponding heading for the Close Read on Lesson 3 to ask questions and deepen students’ understanding of the selection. Focused Close Read prompts are provided for the students within their Student Edition/Student Interactives.

Lesson 4

- **Close Read:** Teachers conduct a minilesson on a specific strategy, while students apply the learned strategy to the text read in the Shared Read.
- Teachers revisit the pages of the text that include the corresponding heading for the Close Read on Lesson 4 to ask questions and deepen students’ understanding of the selection. Focused Close Read prompts are provided for the students within their Student Edition/Student Interactives.

Lesson 5

- **Compare Texts:** Students Reflect and Share what they have learned throughout the week in an alternating writing or discussion-focused task similar to an information or opinion/argumentative writing prompt.

SMALL GROUP INSTRUCTION

Small Group Instruction

Small Group Instruction/Teacher-Led: A classroom strategy in which teachers work with a small group of students on **Tier I content** while other students work on meaningful tasks from the HQIM semi-independently or in groups.

Quick Checks from the day’s Reading Minilesson support the formative assessment and informed, personalized learning for students during Small Groups.

Daily teacher-led Strategy Group options help students when rereading the grade-level complex texts. Additional options are provided for the teacher as well.

Resources for Small Group:

- [Small Group One-Pager](#)
- myFocus Resource Teacher’s Guide
- myFocus Reader
- Cold Reads to Assess Fluency

**WRITING
INSTRUCTION**
(45-30 mins)

- Language Awareness Handbook (online)
- Reading Routines Companion Teacher Edition
- Digital Practice Activities for Phonics Skills and Word Study

Writing Instruction

Writing- Writing includes a lesson for a specific writing skill that is related to the unit's writing text type or spotlight genre and time for independent practice.

Each week student move through a different stage in the writing process and the week's lessons are connected to that stage. Fast Track options are available s teachers can account for knowledge students already have about the text type or spotlight genre.

Writing Workshop Includes:

- Minilesson
- Independent Writing and Conferences
- Share Back Focus

Writing Bridge – The Writing Bridge provides explicit language and conventions instruction.

Writing Bridge Includes:

- Spelling
- Language & Conventions (Guided and independent practice should be incorporated in writing.)

[Text Dependent Writing Strategies Guide for All Modes of Writing](#)