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# GUIDANCE DOCUMENT FOR TEACHING READING

## Using HQIM: *myView*

### Grades Kindergarten through 3<sup>rd</sup> Literacy Block Components and Resources



**Mississippi Department of Education**  
OFFICE OF ELEMENTARY EDUCATION AND READING

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## myView Curriculum Overview: Kindergarten & 1<sup>st</sup> Grade

Each *myView* unit is backwards designed to build content knowledge along with literacy. Students read, write, and respond to thematically related texts across genres, using knowledge gained from reading to respond to the unit's Essential Question.

Each *myView* lesson organizes student learning using the following structure: *Reading Block, Small Group/Independent, Writing Block (there is a Reading Bridge and a Writing Bridge with lessons that integrate literacy and may be sewn into Reading and Writing time)*.

### Weeks 1-5

#### Reading Block

- Students build their foundational skills through word work with phonological awareness, a daily phonics lesson, and high frequency words. Students also read a grade-level text across each week, using a weekly reading routine to scaffold comprehension of that text.
- **The Weekly Reading Routine (this comprehension piece is the same routine weekly):**
  - **Lesson 1** – Genre and Theme, Listening Comprehension
  - **Lesson 2** – Shared First Read
  - **Lesson 3** – Shared Close Read
  - **Lesson 4** – Shared Close Read
  - **Lesson 5** – Compare Texts
- **Small Group/Independent**
- **Reading-Writing Block Bridge** – Reading Bridge occurs in lesson 1 and lesson 3; students learn academic language, practice handwriting skills, and learn to read like a writer.

#### Writing Block

- Mini-lesson on writing
- **Reading-Writing Block Bridge** – grammar, spelling, language conventions

#### myView Major Assessments: \*

- Baseline Tests (given at the beginning of year)
- Cold Reads (given weekly)
- Progress Check-Ups (given weekly)
- Selection Quizzes (may be given weekly)
- Unit Tests (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)

### Week 6

**Project-Based Inquiry** (given at end of Unit) – 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.

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

## Literacy Block Components: Kindergarten & 1<sup>st</sup> Grade

### WHOLE GROUP INSTRUCTION (60-90 minutes)

*\*Build fluency throughout lesson*

#### Fluency

- Decodable Readers embedded in student book
- Decodable Readers books for grades K-2
- Handouts from consumable workbook

### PHONEMIC/PHONOLOGICAL AWARENESS

- *Phonological Awareness is taught during lesson 1, lesson 3, and lesson 5.*
- Additional Phonological Awareness resources can be found for each lesson in the [Reading Routines Companion](#).

### PHONICS

- Daily phonics lessons can be found on the Foundational Skills Page titled **Word Work**.
- 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, there is a Check for Understanding “My Turn” page in the student workbook that 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

#### 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 story structure.

### Lesson 2

**Shared First Read:** Teachers set the purpose for reading by telling students what they need to **Look** for, **Read**, **Ask**, and **Talk** about to better understand the text.

- Look – students look through the text to ask questions about what they will be reading
- Read – students engage in Shared Reading Strategies and teacher models reading fluency
- Ask – students generate, or ask questions, about what they read or was confusing to them
- Talk – students talk with a partner about what they have found interesting in the text

Lesson 2 also includes a Check for Understanding student workbook page. This can be done independently or as a whole group assignment.

### Lesson 3

**Shared Close Read:** Teachers revisit the pages of the Shared Read that include the correct heading for the Close Read on Lesson 3 to ask questions and deepen students' understanding of the selection.

### Lesson 4

**Shared Close Read:** Teachers revisit the pages of the Shared Read that include the correct heading for the Close Read on Lesson 4 to ask questions and deepen students' understanding of the selection.

### Lesson 5

**Compare Texts:** Students Reflect and Share what they have learned throughout the week.

## **SMALL GROUP INSTRUCTION**

Small Group/Independent is a time for teachers to enhance independent student reading by providing targeted support based on data. While students are working with the teacher, other students are engaged in meaningful literacy practices independently. Teachers should model expected outcomes of independent centers and provide examples.

### **Resources for Small Group:**

- myFocus Intervention
- Decodable Readers
- Leveled Readers
- Literacy Stations from Resource Download Center in online component of SAVAAS
- Reading Routines Companion Teacher Edition
- Digital Practice Activities for Phonics Skills and Word Study

## **SMALL GROUP INSTRUCTION (25-30 minutes)**

*Independent centers  
should focus on  
previously taught  
skills.*

**WRITING**  
**(45-60 minutes)**

**WRITING INSTRUCTION**

**Writing Block-** Writing Block includes a mini-lesson for a specific writing skill and time for independent practice.

Writing Block Includes:

- Mini-lesson
- Independent Writing and Conferences
- Share Back Focus

**Writing Bridge** – The Writing Bridge provides explicit language and conventions instruction. Students in first grade also receive time for spelling review.

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](#)

## myView Curriculum Overview: 2<sup>nd</sup> & 3<sup>rd</sup> Grade

Each *myView* unit is backwards designed to build content knowledge along with literacy. Students read, write, and respond to thematically related texts across genres, using knowledge gained from reading to respond to the unit's **Essential Question**.

Each *myView* lesson organizes student learning using the following structure: *Reading Block, Small Group/Independent, Writing Block* (there is a *Reading Bridge* and a *Writing Bridge* with lessons that integrate literacy and may be sewn into Reading and Writing time).

### Weeks 1-5

#### Reading Block

- Students build their foundational skills through word work with phonological awareness, a daily phonics lesson, and high frequency words. Students also read a grade-level text across each week, using a weekly reading routine to scaffold comprehension of that text.
- **The Weekly Reading Routine (this comprehension piece is the same routine weekly):**
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  - **Lesson 4** – Shared Close Read
  - **Lesson 5** – Compare Texts
- **Small Group/Independent**
- **Reading-Writing Block Bridge** – Reading Bridge occurs in lesson 1 and lesson 3; students learn academic language, practice handwriting skills, and learn to read like a writer.

#### Writing Block

- **Mini-lesson on writing**
- **Reading-Writing Block Bridge** – grammar, spelling, language conventions

#### myView Major Assessments: \*

- Baseline Tests (given at the beginning of year)
- Cold Reads (given weekly)
- Progress Check-Ups (given weekly)
- Selection Quizzes (may be given weekly)
- Unit Tests (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)

## Week 6

**Project-Based Inquiry** (given at end of Unit) – 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.

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

## Literacy Block Components: 2<sup>nd</sup> & 3<sup>rd</sup> Grade

### WHOLE GROUP INSTRUCTION (60-90 minutes)

*\*Build fluency  
throughout lesson*

#### Fluency

- Leveled Readers
- Handouts from consumable workbook
- Hardcopy decodable texts for second grade
- Decodable text printed from online component of *myView*

### PHONICS

- For 2<sup>nd</sup> grade, daily phonics lessons can be found on the Foundational Skills Page titled **Word Work**
- For 3<sup>rd</sup> grade, daily phonics lessons can be found on the Reading-Writing Block Bridge page at the end of the lesson titled **Word Study**
- Phonics lessons should be aligned to an explicit phonics routine (see Appendix B)
- Additional Phonics resources can be found 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 to deepen knowledge and create more word associations.
- Vocabulary for the weekly Shared Reading selection is introduced before the Shared Read begins.
- After reading, there is a Check for Understanding “My Turn” page in the student workbook that allows students to interact with the vocabulary words.
- Additional Vocabulary resources can be found for each lesson in the [Reading Routines Companion](#).

### COMPREHENSION

#### 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 story structure.

#### Lesson 2

**Shared First Read:** Teachers set the purpose for reading by telling students what they need to **Look** for, **Read**, **Ask**, and **Talk** about for second grade and **Notice**, **Generate Questions**, **Connect**, and **Respond** to for better understanding of the text. (Notes under each Read section)



Lesson 2 also includes a Check for Understanding student workbook page. This can be done independently or as a whole group assignment.

### **Lesson 3**

**Shared Close Read:** Teachers revisit the pages of the text that include the correct heading for the Close Read on Lesson 3 to ask questions and deepen students' understanding of the selection.

### **Lesson 4**

**Shared Close Read:** Teachers revisit the pages of the text that include the correct heading for the Close Read on Lesson 4 to ask questions and deeper students' understanding of the selection.

### **Lesson 5**

**Compare Texts:** Students Reflect and Share what they have learned throughout the week.

## **SMALL GROUP INSTRUCTION**

Small Group/Independent is a time for teachers to enhance independent student reading by providing targeted support based on data. While students are working with the teacher, other students are engaged in meaningful literacy practices independently. Independent centers should focus on previously taught skills. Teachers should model expected outcomes of centers prior to center instruction.

### **Resources for Small Group:**

- myFocus Intervention
- Decodable Readers\*
- Leveled Readers
- Literacy Stations located in the Resource Download Center in the online component of SAVAAS
- Reading Routines Companion Teacher Edition
- Digital Practice Activities for Phonics Skills and Word Study

\*Decodable Readers for 3<sup>rd</sup> grade are in the online component of *myView*.

## **SMALL GROUP INSTRUCTION (25-30 minutes)**

*Independent centers  
should focus on  
previously taught skills.*

**WRITING**  
**(45-60 minutes)**

## **WRITING INSTRUCTION**

**Writing Block-** Writing Block includes a mini-lesson for a specific writing skill and time for independent practice.

Writing Block Includes:

- Mini-lesson
- Independent Writing and Conferences (short, meaningful feedback provided; up to 5 minutes per student)
- 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](#)