K-5 Literacy

Savvas myView Literacy © 2025 is a Grades K-5 literacy program aligned to the Science of Reading. The lessons include all of the components of Scarborough's Reading Rope. Academic and social emotional standards are taught and practiced using highly engaging trade books, collaborative learning, and project-based inquiry.

- K-2: Reading, Foundational Skills/Phonics, Writing
- 3-5: Reading and Foundational Skills, Writing

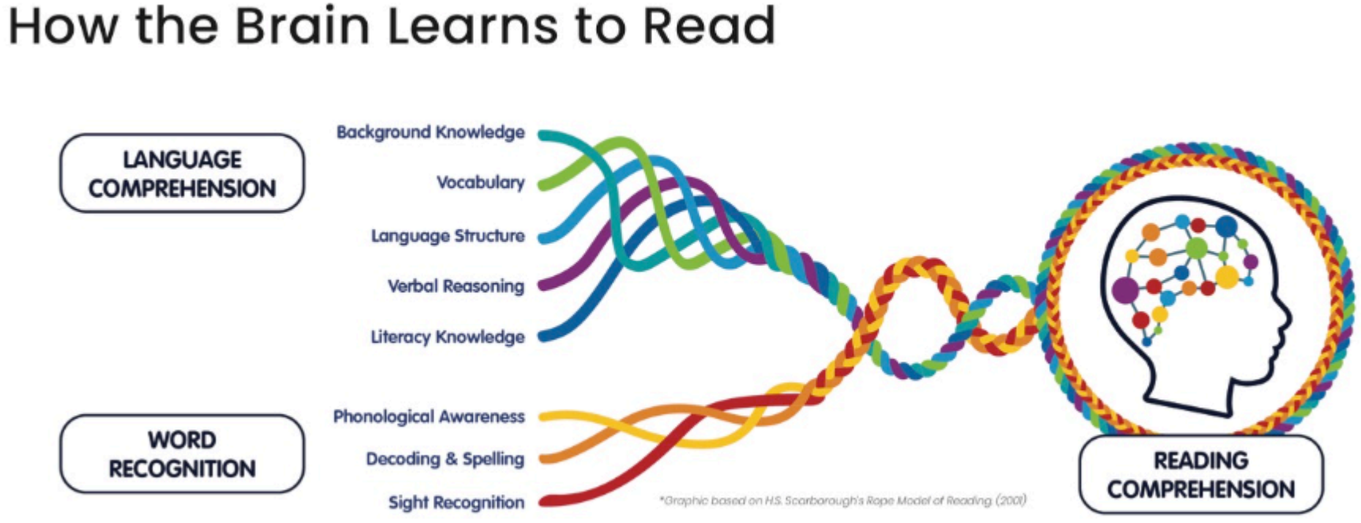
***Students in Two Way Immersion engage in the same units, with lessons split across Spanish and English.**

Grade	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
Kindergarten	Geography: Going Places Essential Question: What makes a place special? Unit Goals: • I can talk about what makes a place special • I can read fiction texts • I can draw or write a text Family Letter English Family Letter Spanish	Life Science: Living Together Essential Question: What do living things need? Unit Goals: • I can learn about living things • I can read informational text • I can write an informational text Family Letter English Family Letter Spanish	Arts & Literature: Tell Me a Story Essential Question: Why do we like stories? Unit Goals: • I can talk with others about why people like stories. • I can read traditional stories • I can write an opinion Family Letter English Family Letter Spanish	History: Then and Now Essential Question: What can we learn from the past? Unit Goals: • I can talk about what we can learn from the past • I can read narrative nonfiction • I can write a personal narrative Family Letter English Family Letter Spanish	Earth Science: Outside My Door Essential Question: What can we learn from the weather? Unit Goals: • I can talk about what we can learn from the past • I can read informational texts • I can write a literary non-fiction text Family Letter English Family Letter Spanish
First Grade	Geography: My Neighborhood Essential Question: What is a neighborhood? Unit Goals: • I can understand what a neighborhood is. • I can read realistic fiction. • I can write a story. Family Letter- English Family Letter Spanish	Life Science: I Spy Essential Question: How do living things grow and change? Unit Goals: • I understand how living things grow and change • I can read informational text • I can write informational text Family Letter English Family Letter Spanish	Arts & Literature: Imagine That Essential Question: How can we use our imaginations? Unit Goals: • I understand how we can use our imaginations • I can read traditional stories • I can write an opinion book Family Letter- English Family Letter Spanish	History: Making History Essential Question: Why is the past important? Unit Goals: • I understand why the past is important • I can read biographies • I can write a personal narrative Family Letter English Family Letter Spanish	Earth Science: Beyond My World Essential Question: How do the seasons affect us? Unit Goals: • I can learn about the seasons • I can read informational books • I can write a how to book Family Letter English Family Letter Spanish
Second Grade	Geography: You are Here Essential Question: How do different places affect us? Unit Goals: • I can talk with others about how different places affect us • I can read about realistic fiction and understand its	Life Science: Nature's Wonders Essential Question: What patterns do we see in nature? Unit Goals: • I can talk with others about what patterns we see in nature. • I know about informational texts and	Arts & Literature: Our Traditions Essential Question: What makes a tradition? Unit Goals: • I can talk with others about what traditions are. • I can identify different types of traditional tales and their elements	History: Making a Difference Essential Question: Why is it important to connect with other people? Unit Goals: • I can talk with others about why it is important to connect with other people	Earth Science: Our Incredible Earth Essential Question: How does earth change? Unit Goals: • I can talk with others about how the earth changes. • I can read different types

	elements • I can plan, draft and publish my writing Family Letter English Family Letter Spanish	understand it's features and structures • I can use elements of informational texts to write a list article Family Letter English Family Letter Spanish	• I can write a book review Family Letter English Family Letter Spanish	• I know about narrative nonfiction and understand it's elements • I can use elements of narrative nonfiction to write a personal narrative Family Letter English Family Letter Spanish	of informational texts and understand their features and structures. • I can use elements of informational text to write a procedural text. Family Letter English Family Letter Spanish
Third Grade	Geography: Environments Essential Question: How does our environment affect us? Unit Goals: • I can determine how our environment affects us. • I know about different types of traditional tales and understand their elements. • I can use elements of narrative text to write a personal narrative. Family Letter English Family Letter Spanish	Life Science: Interactions Essential Question: How do plants and animals live together? Unit Goals: • I can determine how plants and animals live together • I know about different types of instructional texts and understand their elements • I can use elements of an informational text to write a how-to-article Family Letter English Family Letter Spanish	Arts & Literature: Heroes Essential Question: What makes a hero? Unit Goals: • I can collaborate with others to determine what makes a hero • I know about historical fiction and understand its elements • I can use elements of narrative texts to write a historical fiction story Family Letter English Family Letter Spanish	History: Events Essential Question: How do communities change over time? Unit Goals: • I can collaborate with others to determine how communities change over time. • I know about biography and understand its' elements • I can use elements of opinion writing to write an opinion essay Family Letter English Family Letter Spanish	Earth Science: Solutions Essential Question: How does the world change us? Unit Goals: • I can determine how the environment challenges us • I know about different types of informational texts and understand their elements • I can use knowledge of the sound and shape of poetry to write a poem Family Letter English Family Letter Spanish
Fourth Grade	Geography: Networks Essential Question: How can a place affect how we live? Unit Goals: • I can determine how a place can affect how we live • I know about different types of narrative nonfiction and understand their elements • I can use elements of narrative nonfiction writing to write a personal narrative Family Letter English Family Letter Spanish	Life Science: Adaptations Essential Question: How do living things adapt to the world around them? Unit Goals: • I can collaborate with others to determine how living things adapt to the world around them • I know about different types of informational texts and understand their structures and features • I can use elements of informational text to write an article Family Letter English Family Letter Spanish	Arts & Literature: Diversity Essential Question: How can we reach new understandings through exploring diversity? Unit Goals: • I can collaborate with others to explore new understandings about diversity • I know about different types of fiction and understand the elements of fiction • I can write write realistic fiction using story elements Family Letter English Family Letter Spanish	History: Impacts Essential Question: How do our stories shape our world? Unit Goals: • I can collaborate with others to determine how stories shape our world • I know about different types of traditional literature and understand their elements • I can use elements of opinion writing to write an essay Family Letter English Family Letter Spanish	Earth Science: Features Essential Question: Why is it important to understand our planet? Unit Goals: • I can collaborate with others to determine why it is important to understand our planet • I know about different types of informational text and understand their structures and features • I can use knowledge of the elements and structure of poetry to write a poem Family Letter English Family Letter Spanish
Fifth Grade	Geography: Journeys Essential Question: How do journeys change us? Unit Goals:	Life Science: Observations Essential Question: How do we learn through our observations? Unit Goals:	Arts & Literature: Reflections Essential Question: How do the experiences of others reflect our own?	History: Liberty Essential Question: What does it mean to be free? Unit Goals:	Earth Science: Systems Essential Question: How do elements of systems change? Unit Goals:

	• I can collaborate with others to determine how journeys change us. • I know about different types of informational texts and understand their structures and features. • I can use elements of narrative writing to write a personal narrative Family Letter English Family Letter Spanish	• I can collaborate with others to explore how we learn through observations • I know about different types of informational texts and understand their structures and features • I can use elements of informational writing to write an informational article Family Letter English Family Letter Spanish	Unit Goals: • I can collaborate with others to explore how the experiences of others reflect our own • I know about different types of fiction and understand their elements • I can use elements of opinion writing to write an essay Family Letter English Family Letter Spanish	• I can collaborate with others to determine what it means to be free • I know about different types of fiction and understand the elements of historical fiction • I can use elements of fiction to write a science fiction story Family Letter English Family Letter Spanish	• I collaborate with others to explore how elements of systems change • I know about different types of informational texts and understand their structures and features • I can use elements of poetry to write a poem Family Letter English Family Letter Spanish

Scarborough's Rope



6-8 Literacy

myPerspectives Literacy © 2025, the upper grade companion program of myView, is implemented in grades 6-8 at Badger Ridge and Savannah Oaks Middle School. *myPerspectives* is a literacy program designed to meet the academic and social-emotional standards for students in middle school. Students will develop these skills through reading, writing, collaboration, communication, and critical thinking.

Grade	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
Sixth Grade	Growing Up Essential Question: What are some of the challenges and triumphs of growing up? Unit Goals: • I can understand and use academic vocabulary words related to personal narratives. • I can recognize elements of different genres, especially realistic fiction and memoirs. • I can read a selection of my choice independently and make connections to other texts. • I can write a focused, well-organized personal narrative. • I can prepare and present a retelling.	Natural Allies Essential Question: How do animals and people interact? Unit Goals: • Read texts that illustrate the different ways animals and people interact and compare it to my own experiences. • Understand and use academic vocabulary words related to informational texts. • Recognize elements of different genres, including autobiography, poetry, and informational texts. • Read a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized informational essay. • Prepare and deliver an informational presentation.	Living with Technology Essential Question: Is technology helpful or harmful in our lives? Unit Goals: • Read selections that express different points of view about living with technology, and I can develop my own perspective. • Understand and use academic vocabulary words related to arguments. • Recognize elements of different genres, especially science fiction, articles, and arguments. • Read or view a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized argumentative essay • Participate effectively in a debate	Imagined Worlds Essential Question: How does imagination enrich our lives? Unit Goals: • Read selections that explore how imagination enriches our lives and develop my own perspectives. • Understand and use academic vocabulary words related to fiction. • Recognize elements of different genres, especially drama, science fiction, and poetry. • Read a selection of my choice independently and make meaningful connections to other texts. • Write an imaginative and creative short story. • Prepare and deliver a short story.	Extraordinary People Essential Question: What makes people extraordinary? Unit Goals: • Read and watch selections that express different points of view about what makes a person extraordinary, and I can then develop my own point of view. • Understand and use academic vocabulary words related to research. • Recognize elements of different genres, especially informational texts, short stories, and historical fiction. • Read a selection of my choice independently and make connections to other texts. • Write a focused, well-organized research paper. • Prepare and deliver a research presentation.
Seventh Grade	Crossing Generations Essential Question: What can one generation learn from another? Unit Goals: • Read selections that express various points of view about different generations and develop my own perspective. • Understand and use academic vocabulary words related to personal narratives. • Recognize elements of different genres, especially realistic fiction, informational texts, and poetry.	Living Among the Stars Essential Question: Should we make a home in space? Unit Goals: • Read selections that express different points of view about living in space and develop my own perspective. • Understand and use academic vocabulary words related to argument. • Recognize elements of different genres, especially arguments, informational texts, and science fiction.	Transformations Essential Question: Can people really change? Unit Goals: • Read selections that express different points of view about transformations and develop my own perspective. • Understand and use academic vocabulary words related to fiction. • Recognize elements of different genres, especially drama, fiction, and poetry.	Learning From Nature Essential Question: What is the relationship between people and nature? Unit Goals: • Read selections that explore the interactions between people and nature and use what I learn as a springboard for future research. • Understand and use academic vocabulary words related to research writing. • Recognize elements of different genres, especially	Facing Adversity Essential Question: Are there any challenges that are too big to overcome? Unit Goals: • Read selections that reflect the experience of facing adversity and develop my own perspective. • Understand and use academic vocabulary words related to informational texts. • Recognize elements of different genres, especially

	• Read a selection of my choice independently and make connections to other texts. • Write a focused, well-organized personal narrative. • Complete Timed Writing tasks with confidence. • Prepare and present a personal narrative.	• Read a selection of my choice independently and make connections to other texts. • Write a focused, well-organized argumentative essay. • Prepare an argument for one side of an issue and participate in a debate.	• Read a selection of my choice independently and make meaningful connections to other texts. • Write an engaging and meaningful short story. • Complete Timed Writing tasks with confidence. • Prepare and deliver a dramatic adaptation.	descriptive essays, informational texts, and magical realism. • Read a selection of my choice independently and make connections to other text • Write a well-documented research paper. • Research, give, and follow instructions.	historical nonfiction and fiction, informational texts, and poetry. • Read a selection of my choice independently and make connections to other texts. • Write a focused, well-organized informational essay. • Complete Timed Writing tasks with confidence. • Prepare and deliver an informational presentation.
Eighth Grade	Rites of Passage Essential Question: What are some milestones on the path to growing up? Unit Goals: • Read selections that express different points of view about milestones on the path to growing up and develop my own perspective. • Understand and use academic vocabulary words related to narrative nonfiction. • Recognize elements of different genres, especially short stories, realistic fiction, poetry, and informational articles. • Read a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized personal narrative. • Prepare and present a nonfiction narrative.	Resilience Essential Question: What do stories of resilience teach us about the human spirit? Unit Goals: • Read selections that offer multiple perspectives on resilience and develop my own point of view. • Understand and use academic vocabulary words related to informational texts. • Recognize elements of different genres, especially dramas, speeches, essays, and feature articles. • Read a selection of my choice independently and make connections to other texts. • Write a thoughtful, fact- based informational essay. • Complete Timed Writing tasks with confidence. • Prepare and deliver an oral report.	Taking a Stand Essential Question: How do we decide what matters to us? Unit Goals: • Read selections that express different points of view about taking a stand and develop my own perspective. • Understand and use academic vocabulary words related to argument. • Recognize elements of different genres, especially arguments, fantasy, and short stories. • Read a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized editorial. • Prepare and deliver an oral argument.	Human Intelligence Essential Question: In what different ways can people be intelligent? Unit Goals: • Read selections that give perspectives on human intelligence and reflect on what I learn. • Understand and use academic vocabulary words related to research. • Recognize elements of different genres, especially science fiction, science features, and video. • Read a text of my choice independently and make meaningful connections to other texts. • Write a well-documented and focused research paper. • Conduct a research-based discussion.	Pushing Boundaries Essential Question: What inspires people to invent? Unit Goals: • Understand and use academic vocabulary words related to fiction. • Recognize elements of different genres, especially historical fiction, poetry, science fiction, and mythology. • Read a selection of my choice independently and make meaningful connections to other texts. • Write a focused, well-organized short story. • Complete Timed Writing tasks with confidence. • Give and follow instructions.