

English Language Arts

2021 | PreK-12 Asia Catalog



New



©2020



Make Every Student a Success Story

Wonders, a comprehensive PreK–6 literacy solution, is designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social emotional learning skills. Wonders provides students equity of access to rich texts and rigorous instruction.

Take a look at what makes Wonders a perfect solution for your class on [page 12](#)



©2022

Coming Soon!

Level Up with WonderWorks!

The new version of WonderWorks, a connected reading intervention solution for Wonders, supports struggling readers and writers through research-based, data-driven, systematic instruction. WonderWorks rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment. WonderWorks © 2022 features updated contents as well as a new component – the Apprentice Leveled Reader Lesson Cards.

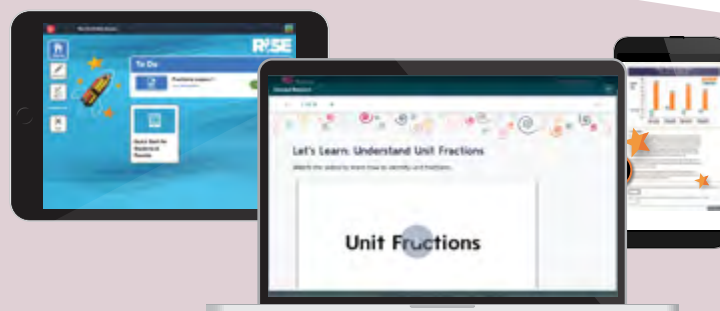
SRA Reading Mastery[®] Transformations



A Reading Program for All Learners

Reading Mastery Transformation is an evidence-based Direct Instruction program, is a comprehensive K–5 English Language Arts solution proven to raise reading performance for a wide range of students, including special populations. Educators use Reading Mastery to explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills.

Find out more about Reading Mastery Transformations on [page 78](#)



RISE English Language Arts

Learning in today's environment can be a challenge for teachers and students. Whether it's virtual, in a brick-and-mortar building, or a combination of the two, changes to the learning environment can impact each student's learning journey in different ways. But long-term lost learning doesn't have to be one of the consequences.

Rise identifies each student's learning gaps, creates a unique learning sequence and pace for each student, covers nearly 1,100 key learning objectives for math and ELA. It includes a Recharge feature for reinforcement of topics and mastery and allows for in-depth progress monitoring and real-time feedback on content mastery. Rise aligns to NWEA's COVID-19 Slide research, provides free offline access through the ReadAnywhere[®] app and is powered by Smartbook 2.0's adaptive learning engine.

Check out Rise English Language Arts on [page 64](#)

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Disclaimer: Information provided is accurate as of December 2020 and is subjected to changes without prior notice.

Level Chart

PreK & Literacy

Skill Area	Grade Title	Kindergarten		Primary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
PK & L	World of Wonders	●													






English Language Arts








Skill Area	Grade Title	Kindergarten		Primary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
ELA	Wonders® 2020©		●	●	●	●	●	●	●						
ELA	Wonders® 2017©		●	●	●	●	●	●	●						
ELA	Wonders for English Learners		●	●	●	●	●	●	●						
ELA	SRA Open Court Reading (Comprehensive Curriculum)		●	●	●	●	●	●							
ELA	SRA Open Court Reading (Foundational Skills and Word Analysis Kits)		●	●	●	●	●	●							
ELA	RISE English Language Arts™					●	●	●	●	●	●				
LA	Redbird Language Arts & Writing®				●	●	●	●	●	●					

Supplemental Reading

Skill Area	Grade Title	Kindergarten		Primary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SR	SRA Reading Laboratory®			●	●	●	●	●	●	●	●	●	●	●	●
SR	Fusion Reading								●	●	●	●	●	●	●

Direct Instruction

Skill Area	Grade Title	Kindergarten		Primary						Secondary					
		PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SR	Early Interventions in Reading 		●	●	●	●									
ELA	Reading Mastery Transformations™ 		●	●	●	●	●	●							
ELA	Language for Learning 	●	●	●	●										
ELA	Language for Thinking 			●	●	●									
W	Language for Writing 				●	●	●	●							

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
W	High-Performance Writing 				●	●	●	●	●	●	●	●	●	●	●	●
SR	Corrective Reading 						●	●	●	●	●	●	●	●	●	●
SR	Corrective Reading Decoding 						●	●	●	●	●	●	●	●	●	●
SR	Corrective Reading Comprehension 						●	●	●	●	●	●	●	●	●	●
W	Expressive Writing 							●	●	●	●	●	●	●	●	●
W	Essentials for Writing 									●	●	●	●	●	●	●
SR	Read to Achieve 									●	●	●	●	●	●	●

Advanced Placement

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SR	The Art Of Public Speaking												●	●	●	●
SR & W	Inside Reporting: A Practical Guide to the Craft of Journalism												●	●	●	●
SR & W	The Newspaper Designer's Handbook												●	●	●	●
SR & W	Read, Reason, Write: An Argument Text and Reader												●	●	●	●
W	Writing Matters												●	●	●	●
ELA	High School Equivalency Test; GED, HiSET® / TASC												●	●	●	●
Custom Solution			●	●	●	●	●	●	●	●	●	●	●	●	●	●
Online Professional Learning				●	●	●	●	●	●	●	●	●	●	●	●	●
Create			●	●	●	●	●	●	●	●	●	●	●	●	●	●

PK & L - PreK & Literacy LA - Language Arts ELA - English Language Arts W - Writing SR - Supplemental Reading S - Speaking



Prepare young learners for kindergarten success with rich, cross-curricular learning experiences.

Introducing World of Wonders

Early childhood educators play a special role in children's lives – they guide them onto the path of lifelong learning. World of Wonders provides the support and structure children need for early reading, while building crosscurricular knowledge, establishing classroom routines, and addressing the needs of all learners through differentiated instructional pathways.

Support Kindergarten Readiness

Introduce children to instruction that builds strong foundational skills for success in kindergarten with:

- A focus on letters, oral language, knowledge-building, and listening comprehension
- Development of social-emotional skills
- Math content that is developmental and recursive
- Integration of science, social studies, and music in every unit

Key Component Summary

Teacher's Editions:

Thematic units with weekly integrated lesson plans and professional resources ensure teachers are ready from day one.



Literature:

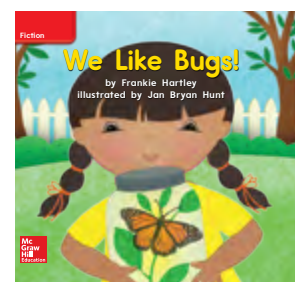
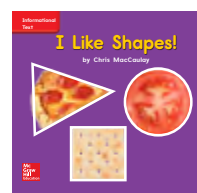
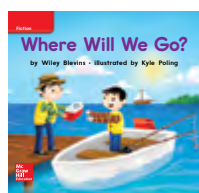
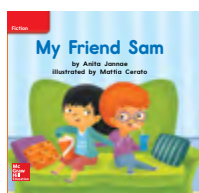
Classics and new stories, literary and informational text —you'll find a rich library of beloved selections from popular authors and illustrators.



www.mheducation.com.sg/wonders/programs/world-of-wonders

Pattern Books and Little Readers:

Each unit is accompanied by little books that provide scaffolded early reading support.



Social-Emotional Development:

Weekly social-emotional big books, flip charts for on-the-spot teaching, and lessons from Mister Rogers bolster the skills children need to enter kindergarten.



Resources To Support Your Instruction:

Lesson preparation is easy, with planners, observational checklists, student consumables, reproducibles and activity.



Online Resources:

Access professional development materials, music and video via streaming or download, and key classroom routines, along with background research and other tools to support your classroom.



Digital Resources for You



Plan

Customizable Lesson Plans



Assess

Reports and Scoring



Teach

Classroom Presentation Tools and Instructional Lessons



School to Home

- Activities and Messages
- Family letters in nine Languages



Clear Management

Students Grouping



Professional Development

Model Lessons and PD Videos



Additional Online Resources

- Interactive Games & Activities
- eBooks
- Multi Media
- Cards
- Assessments
- Teacher Resource



Digital Resources for Your Students



Books

- e-Books
- Interactive Texts

Weekly Ideas for Families

- Activities and Games for Home
- Messages from the Teacher



Words to Know

Handwriting Support



Games

Interactive Games



www.mheducation.com.sg/wonders/programs/world-of-wonders

Sample Pages

Teacher's Edition

Day 1 Alphabet Time DAY 1 • WEEK 1

Teacher's Edition

4-Year-Olds

3-Year-Olds and Extra Support

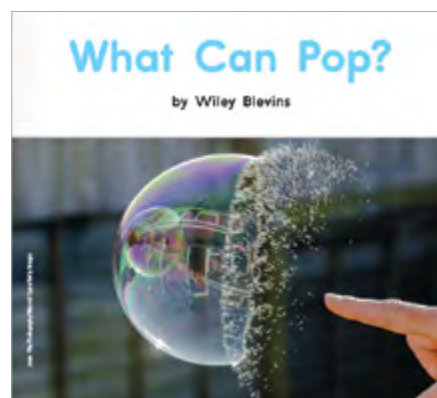
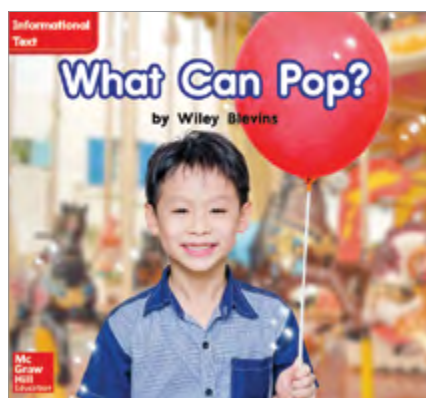
Transitional K and Advanced Learners

Phonological Awareness

Alphabet Center

English Learners

Little Readers



Science Flip Chart



Social Studies Flip Chart



New Edition!



Every Student Is A Success Story

The path to success doesn't look the same for every child—but for every child, literacy is the key to success. Wonders® is inspired by the belief that every student can succeed.

Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers.

By providing a comprehensive set of connected resources for all learners in grades K-6, Wonders offers educators the ability to adapt instruction with confidence as students grow.

Combining the work of literacy experts with research on social emotional learning, Wonders helps you strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.



Key Component Summary

Wonders® Package Options

With all resources available in both print and digital options, Wonders offers a variety of packaging options to fit your specific needs.

Our Comprehensive Student Package includes the consumable student Reading/Writing Companion, the hardcover Literature Anthology, and the Student Digital Workspace.

If you have used Wonders before or are interested in using the Literature Anthology as an e-book, our Extension Packages include the consumable student Reading/Writing Companion and the Student Digital Workspace.

For those interested in using the Reading/Writing Companion as a Black-line Master, Wonders can be purchased with a 6-year digital subscription and one year of the print student edition. Wonders is also available in a 100% digital version with the Student Workspace and Teacher Workspace.



Reading/Writing Companion

Grades K–6

This interactive student edition ensures students read with pencil in hand, collaborate with partners, and write whenever they read. Students master the close reading routine, respond to texts, apply skills and strategies, talk, cite text evidence, and write.



Authentic Literature

Grades 1–6

Students apply the skills and strategies they're mastering to rich authentic text, with stories and informational selections by award-winning authors and illustrators.

- Integrates knowledge by reading across texts using the anchor text and its paired selection for each week
- Builds on the theme, concept vocabulary, and comprehension skills and strategies of the Reading/Writing Companion
- Expands students' exposure to a broad array of genres



Practice Book

Grades K–6

Blackline masters that provide multiple opportunities for students to master skills and strategies. The Practice Book features phonological awareness, phonemic awareness, phonics, spelling, handwriting, high-frequency words, category words, and grammar practice for each week of instruction, plus take-home stories.

Teacher's Edition Packages / Individual

Grades K–6

Bring Wonders® to life with comprehensive support and guidance for whole-group and small-group instruction, including differentiation for students Approaching, On, and Beyond grade level and integrated English Language Learner support. Teacher Editions provide point-of-use Access Complex Text supports, recommendations for reteaching, regrouping, enriching, and more.

Kindergarten Classroom Package

Grade K

Start your students on the path to college and career readiness with Wonders® for Kindergarten. The system includes all core instructional materials and offers engaging literature with all the support you need.

Comprehensive classroom system includes:

Six years of the Reading/Writing Companion Consumable Student Edition and Student Workspace for 22 students as well as the following items: Literature Big Books (32 titles, 1 ea.), Teacher's Edition Package (5 volumes, 1 ea.), Decodable Readers (11 volumes, 1 ea.), Leveled Readers (30 titles, 6 ea.), BLM Practice Book, Language Transfer Handbook, Instructional Routine Handbook, Assessment books (Unit, Benchmark, and Placement and Diagnostic), Large Sound-Spelling Cards, Interactive Read Aloud Cards, High Frequency Word Cards, Photo Cards, Reading Response Boards (set of 6), Teaching Posters, Visual Vocabulary Cards, and more!



Progress Monitoring Assessments

Grades K–6

Weekly “fresh reads” offer students the opportunity to demonstrate mastery of weekly skills, and help teachers evaluate and monitor progress.

Placement and Diagnostic Assessment

Grades K–6

Placement assessments assist in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary reading comprehension, and writing.

Unit Assessments

Grades K–6

Ensure valid assessment of student performance and progress, aligned to standards and measured against grade-level rigor. They are comprised of shorter foundational skills assessments and comprehensive

Benchmark Assessments

Grades K–6

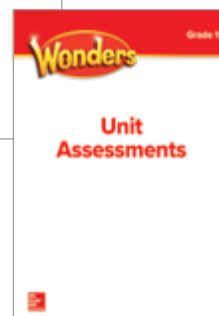
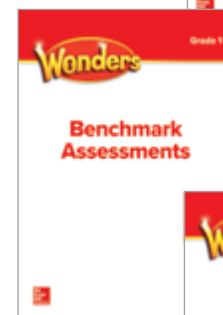
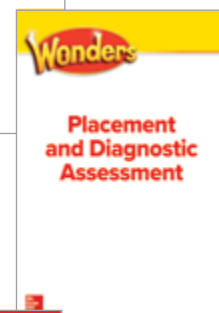
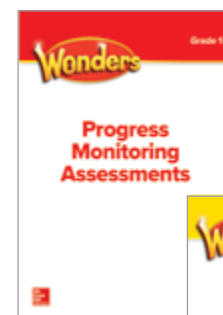
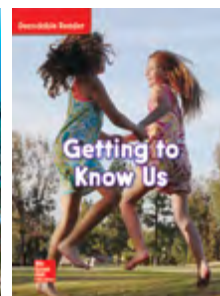
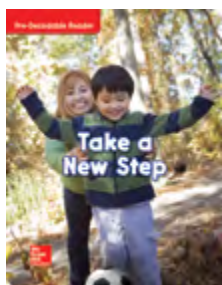
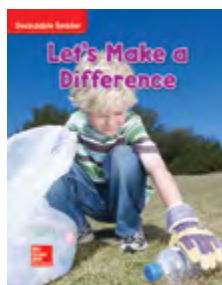
Assess progress toward end-of-year goals.

Decodable Readers

Grades K–6

Engaging stories reinforce phonics instruction

- Includes 6 copies each of 6 titles (one title per unit) Grades K–6.



Leveled Readers

Grades K–6

Differentiate text for:

Each reader features a main selection accompanied by a paired piece with the same theme. Nonfiction titles are differentiated in readability but identical in design. Excite students with myths, legends, folktales, informational texts, and many more genres.

Approaching

On-Level

Beyond

ELL

one grade below

at grade level

one grade above

English Language Learners

Built-in plan to stretch students to the next level

- Plan for leveling up faster
- Resources designed for scaffolding
- Opportunities to write with every leveled reader



Teach It Your Way

Acknowledging Your Expertise, Supporting Your Instruction.

Every teacher has a unique set of skills and a personal teaching style that reaches students in a way that no one else can. You know your students better than almost anyone, and you do everything you can to make learning an empowering experience that guides them on their educational pathways. As a result, student and teacher choice are at the heart of Wonders. These resources were designed to support you and your entire classroom as you teach your way — whether you follow our recommended pathway of instruction or create your own workshop lessons using our resources.

Taking Learning Beyond The Book

Wonders brings the best in blended learning to your classroom. Every print resource is also available digitally, and your digital workspace includes thousands more readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, and a myriad of optional resources to extend every lesson and respond to students' interests. In grades 2-6, students can practice responsible use of social media, in a controlled setting focused on core academic content. In short, you'll find just the right resources for every learner in your class.



Assessment



Digital planner customizable to your classroom rhythm and pacing



Ready to Go Presentation



Sample Pages

Reading/Writing Companion: Grade 1

Talk About It

Essential Question What buildings do you know? What are they made of?



Talk about the buildings in this city.

Write what you think the buildings are made of.



Shared Read

Find Text Evidence

Read to find out what three bear cubs do.

Read the title and look at the pictures. Make a prediction about what the cubs will do.

Cubs in a Hut

Essential Question What buildings do you know? What are they made of?



Fantasy

Shared Read

Find Text Evidence

Underline and read aloud the word could.

Look at the pictures. Talk about your prediction. Was it correct? Do you need to change it?



Fantasy

Shared Read

Find Text Evidence

Circle and read aloud the words with the short *u* sound as in *hut*.

Retell the story using the pictures and words.



"We must fix it," said Bud.

"It will not drip on us," said Gus.

"We will not get wet," said Russ.



It is good to live in a dry hut. Three cubs are as snug as bugs in a rug!

Fantasy

Buildings All Around 49



Reread

Shared Read


Fantasy

Remember, a **fantasy** is a made-up story. It often has characters that could not exist in real life. It can have a problem and solution.

Reread to find out what makes this story a fantasy.

Share how you know it is a fantasy.

Write two problems the characters have. Tell how they find a solution.



What is the problem?	What is the solution?
1.	1.
2.	2.

Reread

Paired Selection

There is a lot of ice in this place. People can use it to build. This is an igloo. People don't live in igloos. But they are good shelter from the cold.



An igloo is made of ice.

Underline the word that tells what the igloo is made of.

Circle the word that tells what people do with the ice.

Talk about why this is a good shelter for a cold and windy place.

Quick Tip

Use the captions to understand what you see in the photos.

Talk about what makes each home on pages 59 and 60 special.

Write your answers.

Why is the home on page 59 a good home for a wet place?	
Why is the home on page 60 a good home for a cold place?	

Why is "Homes Around the World" a good title?

Talk About It

How does the quilt show that homes are often built to fit their environment?

50 Unit 2 • Week 2

60 Unit 2 • Week 2

Buildings All Around 61

Research and Inquiry

Files - OneDrive
...sharepoint.com/personal/...onedrive.aspx?...

Research a Building

Step 1 Pick a type of building to write about.

Step 2 Decide what you want to know about your building. Write your questions.

Step 3 Write what you learned about your building.

Step 4 Draw your building. Use labels to give information about your building.

62 Unit 2 • Week 2

Integrate

Make Connections

Talk about what this house is made of.


Compare how this house is different from the house of the three pigs.

Quick Tip

You can use the captions to talk about this photo using these sentence starters:

This house has . . .

The three pigs' house is made of . . .



This house is made of recycled bottles.

What I Know Now

Think about the texts you heard and read this week about buildings. Write what you learned.

Think about other buildings you want to learn about. Share your ideas with a partner.

Share one thing you learned this week about fantasy stories.

64 Unit 2 • Week 2

Buildings All Around 65

Sample Pages

Reading/Writing Companion: Grade 4

SHARED READ

TAKE NOTES
Asking questions helps you figure out your purpose for reading. It also lets you think about what you already know about a topic. Before you read, write a question here about Hurricane Katrina.

As you read, make note of interesting words _____

Key Details _____

SHARED READ

FIND TEXT EVIDENCE
Read
Paragraphs 1-3
Point of View
Underline the details in paragraph 1 that tell why Hector is worried that Hurricane Katrina might be a problem for his community.

Paragraphs 4-6
Context Clues
Circle the context clue in paragraph 5 that helps you figure out the meaning of *devoted*. Write the meaning below.

REALISTIC FICTION

FIND TEXT EVIDENCE
Read
Paragraphs 1-2
Point of View
Draw a box around the pronoun in paragraphs 1 and 2 that shows who is telling this story. What point of view is the story told in?

Underline the sentence in paragraph 2 that tells you Hector is thinking about an event that happened in the past.

Leaning over my steering wheel, I watched the heavy clouds roll in. The sky became a darker shade of gray, and raindrops were soon scattered across my windshield. A storm was coming. Clinging to the boxes of clothes stacked in the backseat, I undid myself.

A horizontal downpour of rain began beating against my windshield as lightning flickered across the sky. I pulled the car off the road until my driving visibility improved. People on the sidewalk held umbrellas and huddled over their heads in a futile effort to keep from getting wet. Children screamed and danced around in the downpour. The rain reminded me of another storm ten years earlier.

Hurricane Katrina slammed into the Gulf Coast of the United States when I was nine years old. The ferocious storm caused untold amounts of damage.

"Are they here because of the hurricane?" I asked softly.

Aunt Lucia nodded. "Hi, Hector. These people are from New Orleans, Louisiana, just a few days ago. Hurricane Katrina destroyed their houses and possessions, and they lost everything they owned, so now they are temporary residents of the Astrodonne. It's a place for them to stay until it's safe to go home."

I knew a bit about Katrina. The storm had formed in hot and humid tropical weather and then traveled north. It had come so close to Texas that I worried it would strike us in Houston. It missed us, but other cities were not so lucky.

The TV news reporter looked around. People tried to speak to her, but she was being *selective* about whom she wanted to interview. I noticed a little boy sitting behind her on a cot, hugging an old teddy bear. Watching him, I knew I had to do something.

The next day, my friends joined me at our volunteer club—the Houston Helpers—and together we devised a plan. We wanted to collect toys and clothes for the kids at the Astrodonne because

We agreed to spread the word to our schools and other organizations. Three days later, after a Houston effort on our part, the donation bins were overflowing with new toys!

"I'll never forget the day when we entered the Astrodonne with our gifts. Children flew toward us from all directions. Smiles lit up their faces as we pulled toys from our bags. Grateful parents thanked us for our generosity and complimented our group leaders on how thoughtful and mature we all were."

"ZZZZZ. My cell phone jolted me back to the present, and I noticed that the storm had passed."

"Hector?"

"No, yes, hi, excuse me."

"Do you have the donations? A few more families have arrived, more victims of yesterday's tornado."

"Yes, I have the clothing donations. The storm delayed us, but it'll be there soon!"

REALISTIC FICTION

FIND TEXT EVIDENCE
Read
Paragraphs 1-2
Visualize
Circle the details in paragraph 1 that help you visualize the reactions of the people in the Astrodonne.

Paragraph 3-8
Flashback
What event happens that brings the story back to the present?

Readers Craft
How did Hurricane Katrina influence what Hector is doing today?

SHARED READ

Vocabulary
Use the example sentences to talk with a partner about each word. Then answer the questions.

assigned
The teacher assigned the class a book report for next week.
What has a teacher assigned your class recently?

generosity
The children show their generosity by donating their old toys.
What are some words associated with generosity?

gingerly
I stepped gingerly into the cold water of the tub.
What is a reason you might step gingerly?

mature
Mom says I am mature enough to babysit my little sister.
What is an antonym for mature?

residents
The residents of our neighborhood had a flood drive.
What activities do the residents of your town or city do?

scattered
The papers were scattered all over the floor.
What is a synonym for scattered?

Context Clues
As you read "Remembering Hurricane Katrina," you may come across a word you don't know. A definition of the word may be in the text nearby, or the word may be restated in a simpler way.

FIND TEXT EVIDENCE
When I read the fifth paragraph on page 4, the phrase collect toys and give them helps me figure out what the word donating means.

We wanted to collect toys and give them to the kids at the Astrodonne because donating the toys would help bring some happiness.

SHARED READ

Point of View
The narrator's point of view tells how the narrator feels about characters or events in the story. When the narrator uses the pronouns I, me, and my, the story is told by a first-person narrator. All the events are seen through the eyes of the narrator.

FIND TEXT EVIDENCE
On page 3 of "Remembering Hurricane Katrina," the narrator uses the pronouns I, me, and my. That tells me the story is told by a first-person narrator. I can find clues in the text about the narrator's point of view.

Details
Hector remembers watching the hurricane victims slowly unloading their boxes of supplies.
Hector noticed a little boy hugging an old teddy bear and realized he had to do something.

Point of View
The narrator is a first-person narrator.

SHARED READ

Respond to Reading
Discuss the prompts below. Think about how the author tells the order of the events in the story. Use your notes and graphic organizer.

How does the author sequence the events of the story to help you understand how Hurricane Katrina affected Hector?

Quick Tip
Use these sentence starters to discuss the text and sequence your ideas.
- The first part of the story tells about _____
- The middle of the story tells about _____
- The end of the story tells about _____

Graphic Organizer
As you write your narrative, remember to use the correct words for present and past tenses. For example, in the present tense, Hector *is* making plans. In the past tense, Hector *made* plans.

RESEARCH AND INQUIRY

Keywords
Keywords are the most important words related to a subject. When you type keywords into a search engine, it sorts through millions of websites that include those words.

- Always use precise, or exact, keywords.
- Use quotation marks around the exact words or phrases that belong together, like a full name or a phrase. The search engine will look for that exact name or phrase.

What keywords would you use to find information about a landmark in your state? Write them here.

Make a Public Service Announcement With a partner, research historical landmarks in your state. Then choose a landmark you think should be preserved for your public service announcement (PSA). PSAs are short, often 30 seconds or less, so make every word count. Include important facts, such as the answers to these questions:

- Why is the landmark important?
- Why should the landmark be preserved?
- What can people do to help preserve the landmark?

For your PSA, you can make a video, a recording with images, a podcast, or a poster. In addition to important facts, you should include persuasive language to convince people it is a good idea to preserve the landmark. After you finish, you will be sharing your work.



Reread | ANCHOR TEXT

Aguinado

How do you know how Marisa feels about going on the field trip?

Read Aloud Reread paragraphs 1-4 on *Literature Anthology* page 181. Turn to your partner and talk about the last thing Marisa has to do.

Cite Text Evidence What clues help you understand what Marisa was feeling about going on the field trip? Write evidence and what it means in the chart.

Clue	Evidence

REALISTIC FICTION

Quick Tip Work with a partner. Discuss how the characters would react if they were asked to make a choice. Would they speak easily or quietly, in a friendly or unfriendly tone? Add to the dialogue in the first paragraph on page 181. As you read the dialogue, use gestures and facial expressions. Use these sentence starters to discuss the dialogue.

- The dialogue between the characters helps the reader understand.
- I think Emily and Marisa will

How does the author use dialogue to show the relationship between Emily and Marisa?

Talk About It Reread the first four paragraphs on *Literature Anthology* page 181. Turn to your partner and discuss what Emily and Marisa talk about.

Cite Text Evidence What clues help you figure out how they are getting along? Write text evidence in the chart.

Clue	Emily and Marisa

Reread | PAIRED SELECTION

Partaking in Public Service

There is no doubt about it:

Volunteering is an important part of American life. About 27% of all volunteers in some way. This means that one American out of every four is performing a public service. Many volunteers are teens and children. In fact, in the last 20 years, the number of teen volunteers in this country has doubled. Youth service organizations, such as 4-H clubs, have grown in popularity.

Kids join local volunteer groups to give back to their communities. They work together to help others and to improve their schools and neighborhoods. Community projects may include planting gardens or collecting food and clothing. Some kids use money for local charities. The volunteer opportunities are limitless.

Read paragraph 1. Underline the clue that tells how the author feels about volunteering. Circle two examples in the paragraph that support the author's statement.

Read paragraph 2 and look at the bar graph. Talk with a partner about how the bar graph helps you understand how kids volunteer.

In the bar graph, circle the top volunteer activity for kids. Draw a box around the activity that about 21 percent of kids volunteer to do.

Alex Lin was just nine years old when he joined the WBN community service team to recycle electronics. By the time for year 10, he had recycled 100,000 pounds of e-waste. He also helped to write a law against e-waste in his home state of Rhode Island.

Alex soon realized that recycling was an even better solution to e-waste. Working with his school, he set up a program that fixed old computers and donated them to students in need. Eventually, this program grew. Now it sends computers to people around the world.

Erica Hernandez also cares about the environment. She was 16 years old when she heard that a natural gas plant would be built near her hometown. Erica learned that the plant would pollute the air. It would bring harmful chemicals to nearby towns.

Erica decided to do something about it. She organized groups to protest the plant. They spoke out publicly. They wrote letters to the government. Eventually, the state moved to

Reread paragraphs 3-4. Underline text evidence in paragraph 3 that tells what Alex recycles. Circle evidence in paragraph 3 that tells how he helped Rhode Island. Then draw a box around text evidence in paragraph 4 that tells why he started fixing old computers.

Talk About It Talk with a partner about how Alex's and Erica's projects are both alike and different. Put checkmarks in the margin beside the similarities between Alex and Erica and their projects. Write the similarities here.

Integrate | MAKE CONNECTIONS

Text Connections

How does the artist show a community? How is the artist's idea about community similar to the idea of community in the "Let's Pitch In" Book, Aguinado, and "Partaking in Public Service"?

Talk About It Look at the illustration and read the caption. Talk about what you see happening. Discuss how charity events help the community.

Cite Text Evidence Underline the people in the illustration that are helping other people. Circle the things that tell you where the work is taking place. Think about how the characters in Aguinado and the kids in "Partaking in Public Service" help you understand the meaning of community.

Write the artist's idea of community is like the authors' ideas because

Integrate | RESEARCH AND INQUIRY

Present Your Work

Discuss how you will present your public service announcement to the class. Use the Presenting Checklist as you practice your presentation. Read your presentation aloud to help you hear any grammatical mistakes. Discuss the sentence starters below and write your answers.

It is important to help preserve state landmarks because

Quick Tip Look at the illustration and discuss how people are participating in a community event. People are participating in a charity event by people are helping each other.

Quick Tip If you're making a video or movie of your PSA, start by creating a storyboard for your script. A storyboard shows sketches to help the director figure out camera angles and staging. You need an animator or writer to make your PSA message. It takes teamwork and rehearsal to produce a good movie.

Presenting Checklist

- Rehearse in front of a friend. Ask for feedback.
- Did you speak clearly and confidently?
- Did you get the audience's attention?
- Did you come off as the leader you planned?
- Did you give proper contact information to the viewer?

WRITING

Expert Model

Features of Realistic Fiction

Realistic fiction is a form of narrative text. It tells a made-up story that would happen in real life. Realistic fiction

- uses sequence words to tell events in the order they happen
- includes dialogue to develop the plot and characters
- gives sensory details to help readers see, hear, smell, taste, and feel the characters' experiences

Analyze an Expert Model Studying realistic fiction will help you learn how to write a story. Reread page 179 of Aguinado in the *Literature Anthology*. Write your answers below.

How does the nursing home influence the plot?

How does the dialogue develop the plot character, Marisa?

WRITING

Plan: Choose Your Topic

Freewrite With a partner, talk about the times you have felt nervous, such as being on stage or trying a new activity. In your writer's notebook, write all your ideas and thoughts down as quickly as possible. Include as many sensory details as you can. Do not worry about spelling, punctuation, or grammar.

Writing Prompt Choose one of the events from your freewriting. Write a story about a character who is nervous about trying something new. I will write about

Purpose and Audience An author's purpose is his or her main reason for writing. For example, an author writes to inform, to teach, to persuade, or to entertain.

Think about the purpose for your story. What do you want the reader to think or feel?

REALISTIC FICTION

Quick Tip Think about the order of events in your story. Write or draw what happens first, next, and last.

Use these sentence starters:

- My story will start with
- the middle of my story will be about
- it will end with my story will

WRITING

Edit and Proofread

When you **edit** and **proofread** your writing, you look for and correct mistakes in spelling, punctuation, capitalization, and grammar. Reading through a revised draft multiple times can help you make sure you're catching any errors. Use the checklist below to edit your sentences.

Editing Checklist

- Are there action verbs to describe the characters?
- Are proper nouns capitalized?
- Are quotation marks used correctly in dialogue?
- Are possessive nouns and contractions used correctly?
- Are all words spelled correctly?

I list two minutes you found as you proofread your story.

Spelling Check Spelling checkers are useful tools in word processing programs, but they may not recognize every word. Write down words that you think you misspelled. Write them down in your notebook. Write them down in your notebook. Write them down in your notebook.

Grammar Connections When you proofread your story, you may need to double-check any pronouns and conjunctions. You might end up with it when you mean I's, girl when you mean girl's, or you's when you mean yours.

WRITING

Publish, Present, and Evaluate

Publishing When you publish your writing, you create a neat final copy that is free of mistakes. As you write your final draft, be sure to write legibly in cursive. Check that you are holding your pencil or pen correctly between your fingers and thumb. Consider adding visuals, such as illustrations or photographs, to help make your story more interesting.

Presentation When you are ready to present your work, rehearse reading your story aloud for a friend. Use the Presenting Checklist to help you.

Evaluate After you publish your writing, use the rubric below to evaluate your writing.

What did you do successfully?

What needs more work?

4	3	2	1
has a clear beginning, middle, and end	has a beginning, middle, and end	has a beginning, middle, and end	has a beginning, middle, and end
writing includes rich sensory details	writing includes some sensory details	writing includes few sensory details	writing includes no sensory details
realistic dialogue develops characters and plot	dialogue somewhat develops characters and plot	dialogue does not develop characters and plot	dialogue does not develop characters and plot
has no or few errors in spelling or punctuation	has a few errors in spelling and punctuation	has many errors in spelling and punctuation	has many errors in spelling and punctuation

Sample Pages

Authentic Literature: Grade 1



He rang the bell again.
"Pigs, pigs, pigs, let me in!"
he yelled.
"We will not let you in!"
the pigs yelled back.

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www.mheducation.com.sg/wonders/programs/wonders2020

Read Together

Meet the Illustrator

Pablo Bernasconi loves illustrating animals doing funny things. Pablo's studio is a mess, full of junk and papers. But Pablo loves being surrounded by his things, just as the pigs in the story love being surrounded by mud.



Illustrator's Purpose
Pablo Bernasconi likes to draw funny animals. Draw and write about an animal doing something you think is funny.

Respond to the Text

Retell
Use your own words to retell important events in *The Pigs, the Wolf, and the Mud*.

Character	Setting	Event

Write
Look at pages 40 to 44. The pigs need a plan. Write directions for the pigs to follow when building their hut. Use these sentence starters:
First, the pigs need to...
Next, they can...
Then, they can...

Make Connections
How is the pigs' hut like a building you know? How is it different?
ESSENTIAL QUESTION




Genre: Nonfiction

Read Together


Homes Around the World

There are many kinds of **homes**. People **build** their homes to fit the place they live!

This home is built into a rock.



This home is made of wood.




This is a good home for a wet place. There is a lot of water here. The stilts help keep this home dry.


45

This is a good home for a hot place. There is a lot of clay in this place. People use it to build homes. Clay keeps the home cool inside.

This home is made of clay.



An igloo is made of ice.



There is a lot of ice in this place. People can use it to build. This is an igloo. People don't live in igloos. But they are good **shelter** from the cold.

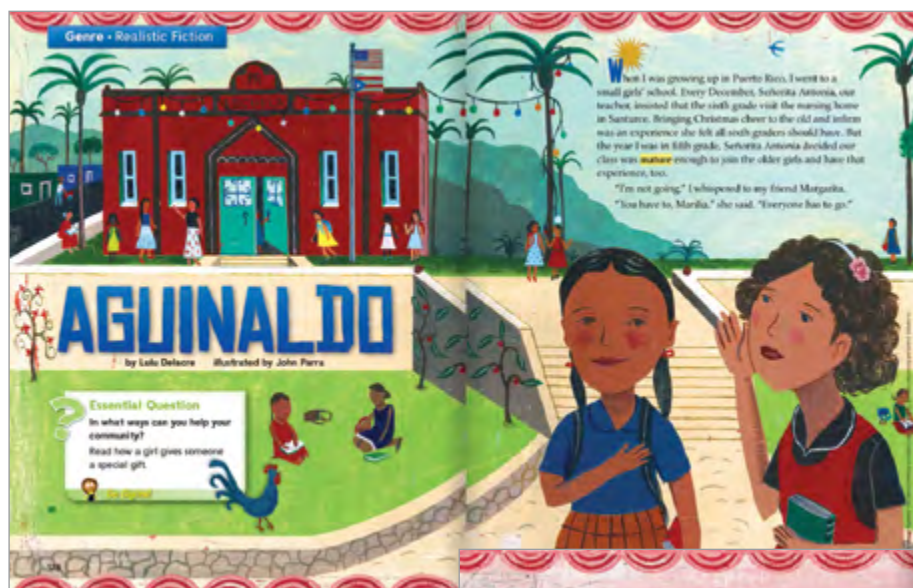
What is your home like?

Make Connections
Which home do you think the pigs in *The Pigs, the Wolf, and the Mud* would like? Why?
ESSENTIAL QUESTION

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Sample Pages

Authentic Literature: Grade 4



ABOUT THE AUTHOR

Lala Delera's childhood in Puerto Rico has inspired her as both a writer and an artist. Climbing towering trees, catching lizards, and chasing at her grandmother's house are memories that are close to her heart and her work. Now a well-known author and illustrator of children's books, Lala has received many awards. She proudly celebrates Latino heritage and traditions in words and color.

ABOUT THE ILLUSTRATOR

John Perez is an illustrator as well as a designer, teacher, and painter. When he was young, John liked drawing what was around him—the beautiful California landscapes, wild animals, cities, and families. His Hispanic roots influence his art. John has received numerous awards for his work, including a Pura Belpré Honor for *Clarín/Thanks*.

Author's Purpose

Why does the author include Spanish words and phrases throughout *Agua Viva*?

Respond to the Text

Summarize

Use the most important details from *Agua Viva* to summarize the story. Information from your Point of View Chart may help you.

Event
Point of View

Write

How does Marilia change from the beginning of the story to the end? Use these sentence frames to help organize your text evidence.

The author shows how Marilia feels at the beginning of the story by . . .

She uses dialogue to show . . .

By the end of the story, I understood that Marilia . . .

Make Connections

What is so special about Marilia's gift?

Textual Question

Marilia and her classmates brought gifts to the residents at the nursing home. Why do people often say, "It is better to give than to receive"? **Text to World**

Partaking in Public Service

Genre - Expository Text

Compare Texts
Read about kids who are making a difference in their communities.

There is no doubt about it: Volunteering is an important part of American life. About 27% of us volunteer in some way. That means that one American out of every four is performing a public service. Many volunteers are teens and children. In fact, in the last 20 years, the number of teen volunteers in this country has doubled. Youth service organizations, such as 4-H clubs, have grown in popularity.

Kids join local volunteer groups to give back to their communities. They work together to help others and to improve their schools and neighborhoods. Community projects may include planting gardens or collecting food and clothing. Some kids raise money for local charities. The volunteer opportunities are limitless.

Top Four Volunteer Activities for Kids

Activity	Percentage
Planting	25%
General Labor	20%
Collecting/Sorting Out Food	15%
Teaching Younger Kids	10%

Some amazing young people have truly taken volunteering to the next level. They show the rest of us what public service is all about.

Alex Lin

supports the idea of recycling. But he's not concerned with the kind that involves bottles and cans. Instead, he urges others to recycle e-waste, which is electronic garbage. Electronics, such as computers and game systems, have chemicals that can hurt the earth. They must be recycled and stored safely.

Alex was just nine years old when he formed the 9th community service team to recycle electronics. By the time he was 16, he had recycled 300,000 pounds of e-waste. He also helped to write a law against e-waste in his home state of Rhode Island.

Alex soon realized that recycling was an even better solution to e-waste. Working with his school, he set up a program that fixed old computers and donated them to students in need. Eventually, the program grew. Now, it sends computers to people around the world.

Erica Fernandez

also cares about the environment. She was 15 years old when she heard that a natural gas plant would be built near her hometown. Erica learned that the plant would pollute the air. It would bring harmful chemicals to nearby towns.

Erica decided to do something about it. She organized groups to protest the plant. They spoke out publicly. They wrote letters to the government. Eventually, the state agreed to cancel the plans for the plant. Thanks to Erica, the local environment was saved.

Diana Lopez

lives in San Antonio, Texas. Diana, along with other members of her community, started the Roots of Change community garden. The garden provides fresh organic produce to the community and also operates as an educational center. Two years later, Diana received a Bronze Youth Award for her work as an environmental and community activist. Diana believes that, "Everyone deserves the right to a clean, healthy environment regardless of what color or economic status."

Evan Green

was only seven years old when he started the Red Dragon Conservation Team. Its purpose was to protect the tropical rain forest. It has since become an international group of kids who want to save the planet. The kids collect community donations and send them to the Center for Tropical Survival (CTS) in California. CTS uses the donations to buy land in the rain forest and to build rest areas around the world. This protects the land and sea nearby from being destroyed by humans.

Simple Ideas Solve Problems

All of these kids started with a simple idea. They worked to help their community in important ways. Their generosity has affected people around the world. Kids have the power to make a positive change through volunteering. In the words of Evan Green, "You don't have to be an adult to make a difference."

Make Connections

In what ways are these young people making a difference? **Textual Question**

Describe the role of public service. Use examples from the selections. **Text to Text**



The Power of Connected Programs

Link every minute of your instructional day and watch your students blossom.

Wonders is the key to unlocking the Common Core State Standards and their rigorous expectations. It is built from the ground up to meet the challenges of the Common Core with the necessary scaffolding and support for teachers and students. The fully connected Wonders programs: Wonders, Wonders for English Learners, and WonderWorks all focus on the same Essential Question, vocabulary skills and strategies throughout a given week - whether students are in the core ELA classroom, participating in designated English Language Development instruction, or benefiting from intensive intervention support.




*Try The Wonders
Digital Walkthrough*



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CCSS Shared Read Genre • Expository Text

Animal Adaptations



What would you do if you saw a skunk raise his tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a **predator** with a horrible-smelling spray produced by the glands under their tails.

The special ways that animals have to survive are called adaptations. These include physical traits such as the skunk's spray and animals with bright colors and markings that warn predators that they are **poisonous**. Some animals can sense the smallest **vibrations** in the ground. Others hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be birds that migrate south every winter to avoid harsh temperatures.

Staying Warm

Brrr! Imagine living in a place where the average annual temperature is an **extraordinary** 0 to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have compact bodies. Only 4 or 5 feet long, caribou can weigh over 500 pounds.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.

When a skunk turns and sprays a predator, the foul-smelling mist can travel up to 10 feet.

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Wonders

Domain-specific vocabulary is reinforced throughout the week

The Essential Question – The anchor for the week's instruction

Core Reading/Writing Workshop content links to every connected program.

My Notes

Read "Animal Adaptations." Use this page to take notes.

Animal Adaptations



What would you do if you saw a skunk raise his tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a predator with a horrible-smelling spray produced by the glands under their tails.

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The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.

Text Evidence

1. **Explain Vocabulary** A **body temperature** is a state that is extremely hot or extremely cold. **Underline** the text that tells you how birds avoid harsh temperatures.

2. **Comprehension** Main Idea and Key Details: Reread the section, "Staying Warm." Circle the details that tell why caribou are able to stay warm.

3. **Sequence Structures** Reread the last paragraph. In the last sentence, what word does the pronoun **it** stand for? What does **it** do? What does **it** help the caribou do?

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WonderWorks Intervention

WonderWorks Intervention: The same core content, scaffolded to accelerate progress

WonderWorks Interactive Worktext

Text Evidence

1. **Explain Vocabulary** A **body temperature** is a state that is extremely hot or extremely cold. **Underline** the text that tells you how birds avoid harsh temperatures.

2. **Comprehension** Main Idea and Key Details: Reread the section, "Staying Warm." Circle the details that tell why caribou are able to stay warm.

3. **Sequence Structures** Reread the last paragraph. In the last sentence, what word does the pronoun **it** stand for? What does **it** do? What does **it** help the caribou do?

137



Wonders ELD Companion Worktext

ELD Intermediate/Advanced Level - Students work with the same text that is being used in the core classroom, as targeted supports are strategically faded away.

Wonders for English Learners Companion Worktext: Intermediate/Advanced Level



Comprehensive Grade K to 6 Literary Solutions

Connect your classroom to core standards, inspiring literature and the world.

“The Reading/Writing Workshop helped my students practice skills and strategies. They were more confident as a result ”

— Todd Kimmel, 5th Grade Teacher, Philadelphia, PA

Key Component Summary

Reading/Writing Workshop

Grade K–6

Provides students with powerful systematic support for the close reading of short complex texts with core lessons all in one place. The workshop answers the question, “What do I have to teach for CCSS success?”

- **Introduces** the week’s concept with photographs, interactive graphic organizers, videos, and more
- **Teaches and models** elements of close reading with shared short complex texts
- **Allows** for flexibility and efficient use of instructional time Includes grammar handbook in every volume starting at Grade 2 *Available in print and/or fully digital editions*

Literature Anthology

Grade 1–6

Students apply the skills and strategies they’re mastering to rich authentic text, with stories and informational selections by awardwinning authors and illustrators.

- **Integrates** by reading across texts using the anchor text and its paired selection for each week
- **Builds** on the theme, concept vocabulary, and comprehension skills and strategies of the Reading/Writing Workshop
- **Expands** students’ exposure to a broad array of genres



Kindergarten Classroom Package

Grade K

Start your students on the path to college and career readiness with Wonders® for Kindergarten. The system includes all core instructional materials and offers engaging terature with all the support you need.

Comprehensive classroom system includes:

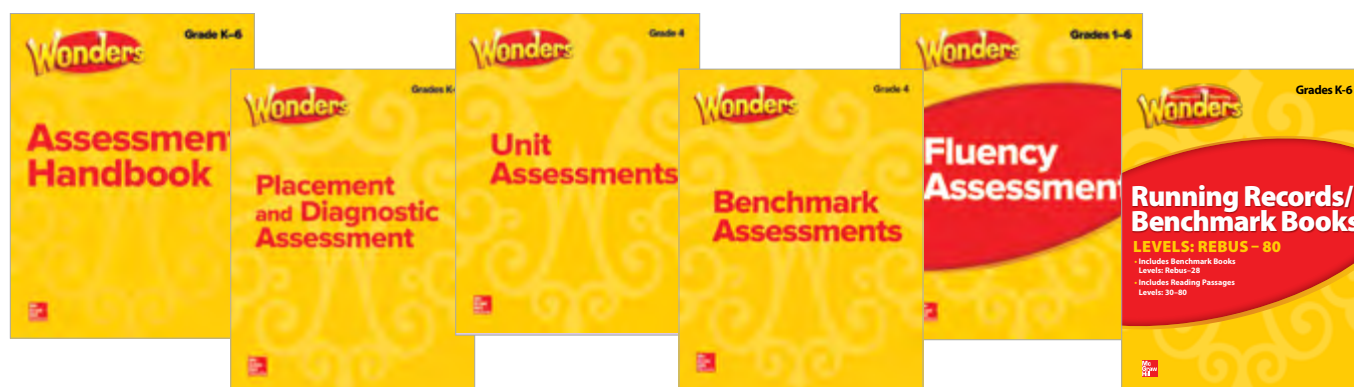
Six years of the Reading/Writing Companion Consumable Student Edition and Student Workspace for 22 students as well as the following items: Literature Big Books (32 titles, 1 ea.), Teacher's Edition Package (5 volumes, 1 ea.), Decodable Readers (11 volumes, 1 ea.), Leveled Readers (30 titles, 6 ea.), BLM Practice Book, Language Transfer Handbook, Instructional Routine Handbook, Assessment books (Unit, Benchmark, and Placement and Diagnostic), Large Sound-Spelling Cards, Interactive Read Aloud Cards, High Frequency Word Cards, Photo Cards, Reading Response Boards (set of 6), Teaching Posters, Visual Vocabulary Cards, and more!



Assessments

Ensure your students are prepared for assessments.

With tech-enhanced questions, constructed responses, and performance tasks, Wonders assessments are designed for the 21st century learner, a dynamic system that will grow as assessments change. In addition to diagnostic, formative, and summative assessments, the Data Dashboard provides actionable instructional recommendations for your class, small groups, and individual students. All assessments within Wonders are 100% digital, allowing students multiple practices



The Power of Professional Development

Wonders supports you with a suite of professional development resources available at your fingertips. You'll find quick-start implementation guides, tech how-tos, model lesson videos, and groundbreaking research. And in the *Wonders* Professional Learning Community, you'll find connections with other *Wonders* teachers across the country.

Wonders Adaptive Learning System

Grade K–6

A digital solution for individualized instruction and practice in foundational skills. Adaptive Learning covers phonological and phonemic awareness, phonics, structural analysis, and word fluency. *Wonders* Adaptive Learning is appropriate for use in computer workstation rotation, computer lab time, or assigned for work outside of class. Teachers can monitor student progress through the reporting views and provide direct instruction as needed using the provided recommendations. Adaptive Learning comes included with the purchase of *WonderWorks* and is available for purchase as an add-on for *Reading Wonders*. Adaptive Learning is included with the purchase of *WonderWorks* and *Wonders* for English Learners, and is available for purchase with *Wonders* ELA or as a standalone.

Close Reading Companion

Grade K–6

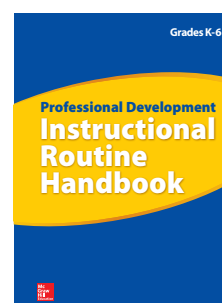
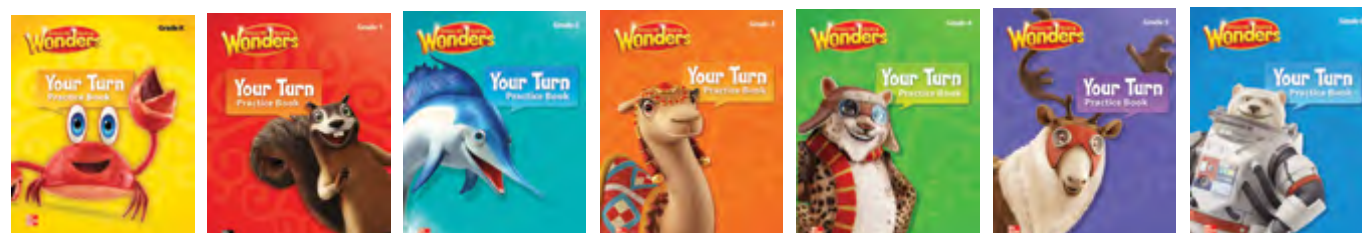
Students learn to “read with pencil in hand” and “read about it, think about it, write about it,” in partners or individually, with a powerful Read-Reread-Integrate routine that develops understanding across a body of connected texts.



Your Turn Practice Book

Grade K–6

Provides students with their first guided practice, with fresh reading selections every week. Students can underline, circle, and highlight text to support answers with text evidence.



Research-based step-by-step guides to key instructional practices.



Summary of key research underlying the program



Teacher's Edition Packages / Individual

Grade K–6

Bring Reading Wonders to life with comprehensive support and guidance for whole-group and small group instruction, including differentiation for students. Approaching, On, and Beyond grade level and English Learners. Teacher Editions provide point-of-use Access Complex Text supports, recommendations for reteaching, regrouping, and enriching, and more.



Student Weekly Assessments

Grade 1–6

“Fresh reads” offer students the opportunity to demonstrate mastery of weekly skills.

- New stories each week for the evaluation of comprehension skills, phonics, vocabulary, grammar, and more
- Includes text-dependent questioning that encourages students to rely on text evidence for the correct answers



Unit And Benchmark Assessments

Grade K–6

Tests ensure valid assessments of student performance and progress.

- Align to Common Core Standards and measure against grade-level rigor



Decodable Readers

Grade K–2

Engaging stories reinforce phonics instruction

- Includes 6 copies each of 6 titles (one title per unit) Grades K–6.



Leveled Readers

Grades K–6

Differentiate text for:

Each reader features a main selection accompanied by a paired piece with the same theme. Nonfiction titles are differentiated in readability but identical in design. Excite students with myths, legends, folktales, informational texts, and many more genres.

Approaching

On-Level

Beyond

ELL

one grade below

at grade level

one grade above

English Language Learners

Built-in plan to stretch students to the next level

- Plan for leveling up faster
- Resources designed for scaffolding
- Opportunities to write with every leveled reader



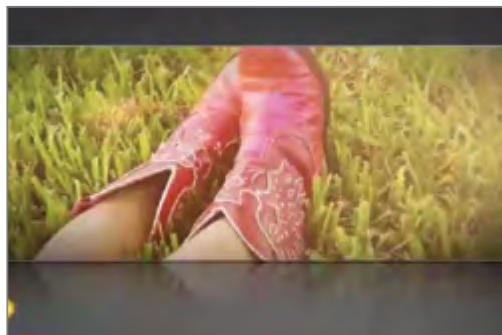
Digital Information

- A powerful, customizable lesson planner that combines whole-group and small-group instruction, ELA/ELD, designated ELD time, and intervention instruction
- Point-of-use professional development
- Inspiring multimedia: “movie trailers” to introduce core texts, mediated social learning opportunities, collaborative conversation videos, and engaging games to bring skills practice to life.
- Ready-made lesson presentations that resequence automatically as you adjust the planner
- Online performance task practice, games, adaptive learning, and much more.



One connected customizable online workspace.

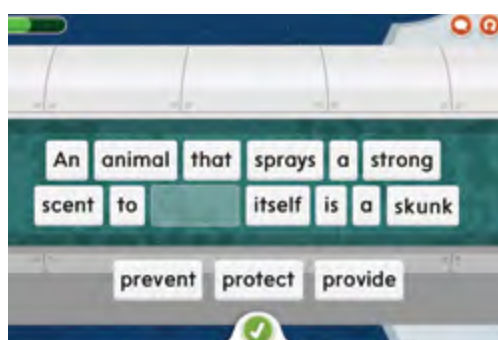
- Plan, Teach, Assign, Assess
- Present today's lesson from your whiteboard with one click
- Collaborate and communicate



Engaging book trailers for every Classroom Library title



Additional activities to accelerate progress



Wonders for English Learners Adaptive Learning

Sample Pages

Reading/Writing Workshop: Teach and Model Close Reading

Weekly Concept

Weekly Concept: Adaptations

Essential Question
How do animals adapt to challenges in their habitat?

Adapt to Challenges

This animal's fur is brown and white in the summer, but turns white in the winter and blends in with the snowy ground. This adaptation helps animals escape predators.

- Animals are also fast runners and good climbers.
- They have an excellent sense of smell.
- Adaptations help animals survive.

Talk About It!

Write words you have learned about adaptations. Talk with a partner about ways animals have adapted.

Discuss Essential Question

Vocabulary

Words to Know

Vocabulary

Use the picture and the sentence to talk with a partner about each word.

- short** Wilbur loved to **short** other animals when danger loomed nearby.
How would you short someone to help?
- competition** You won the **competition** because he was the fastest runner.
What kind of competition have you participated in?
- environment** The polar bear lives in a cold and snowy **environment**.
Describe a whole's environment.
- excellent** My **excellent** artwork was first place in the art show.
Tell about a time when something you did was excellent.
- prefer** Tom and his friends **prefer** walking to riding their bikes.
What kind of transportation do you prefer?
- protection** The dog's scent provides **protection** from its enemies.
What would you use for protection on your bike?
- related** Jack and Jill are **related** because they are both members of the same family.
Name two animals that are related.
- shelter** Our tent was a dry and safe **shelter** during the storm.
What is another kind of shelter people use?

Your Turn

Pick three words. Write three questions for your partner to answer.

Shared Read

Shared Read Genre: Expository

GRAY WOLF! RED FOX!

Essential Question
How do animals adapt to challenges in their habitat?
Read how gray wolves and red foxes adapt to challenges.

WORDS ARE EVERYTHING

The gray wolf is the largest member, or a part, of the wild dog family. An adult wolf is the size of a large dog. The red fox is smaller and weighs less. Both animals have **excellent** hearing. The red fox can even hear small animals digging below underground.

And just take a look at those beautiful tails! The gray wolf and red fox both have long, bushy tails. The wolf's tail can be four feet long. The fox's tail is not as long but has a bright, white tip. In the winter, foxes use their thick, bushy tails as **protection** from the cold.

Teach and Model using close reading

Mini-Lessons for Close Reading

Genre: Informational Text **Vocabulary Strategy**

Expository Text

"Gray Wolf Red Fox" is an expository text.

Expository text:

- Gives facts and information to explain a topic.
- May be about science topics.
- Includes text features such as a map, photographs, and captions.

Find Text Evidence

I can tell that "Gray Wolf Red Fox" is expository text. It explains how gray wolves and red foxes are alike and different. It includes a map, photographs, and captions.

Text Features:

- Map:** A map is a flat drawing of a place. It has a key that shows what colors and symbols mean.
- Caption:** A caption explains a photograph or illustration.

Your Turn

Look at the text features in "Gray Wolf Red Fox." Tell your partner about something you learned.

Sentence Clues

Sentence clues are words or phrases in a sentence that help you figure out the meaning of an unfamiliar word. Sometimes clues define, or tell exactly what a word means.

Find Text Evidence

Do not know what the word **member** means on page 201. Find the word "part of" in the same sentence. This clue tells me that **member** means "part of something."

The gray wolf is the largest **member** or a part, of the wild dog family.

Your Turn

Find context clues to figure out the meanings of these words:
adapted, page 202
breeds, page 202
Talk about the sentence clues that helped you figure out the meanings.

Write to Sources

Write to Sources

Write About the Text

I answered the question: How have red foxes and gray wolves adapted to changes in their environment? Provide text evidence.

Student Model: Information Text

Strong Opening
Write an interesting opening to grab the reader's attention.

Supporting Details
I developed my main with text evidence.

How could a small red fox beat a large gray wolf? The habitats of both animals changed when people built towns and roads. Over which animal adapted better?

Wolves have moved away from towns and people. They live in wild areas where they can hunt deer.

But red foxes can live in more places than gray wolves can. They raid garbage cans and compete for food.

Red foxes have adapted to changes in their environment better than gray wolves have. That's how foxes have beaten wolves.

Linking Words
I used the word **but** to connect ideas.

Adapt is a helping verb and **adapted** is the main verb.

Grammar Handbook
See page 188.

Your Turn

How are red foxes and gray wolves the same and different in how they live? Provide text evidence.

Be Specific
Use your photographs.

Analytical writing opportunities requiring students to write to sources.

Teach skills/strategies, genre, and finding text evidence

Comprehension Strategies **Comprehension Skill**

Reread

Stop and think about the text as you read. Ask these two facts and ideas? Do they make sense? Reread to make sure you understand.

Find Text Evidence

Do you understand how red foxes look different from gray wolves? Reread "Looks Are Everything" on page 201.

I read that gray wolves are bigger than red foxes. Let me read that the color of their fur and their tails look different. Now I understand some of the ways the red fox and gray wolf look different.

Your Turn

Reread the section "Looks Are Everything." Look for details about how gray wolves and red foxes are alike.

Compare and Contrast

Often authors compare. They show how two things are alike. When they contrast, they tell how two things are different. Authors use signal words such as **both**, **also**, **same**, or **different** to compare and contrast.

Find Text Evidence

How are red foxes and gray wolves alike and different? Reread "Gray Wolf Red Fox" and look for signal words.

The wolf's tail can be four feet long. Think: **both**. The fox's tail is bright, white tip at the end. Think: **also**. A fox's tail has a bright, white tip at the end. Think: **same**.

Your Turn

Reread "Gray Wolf Red Fox." Find details that tell how red foxes and gray wolves are alike and different. Tell these details to your graphic organizer. What signal words helped you?

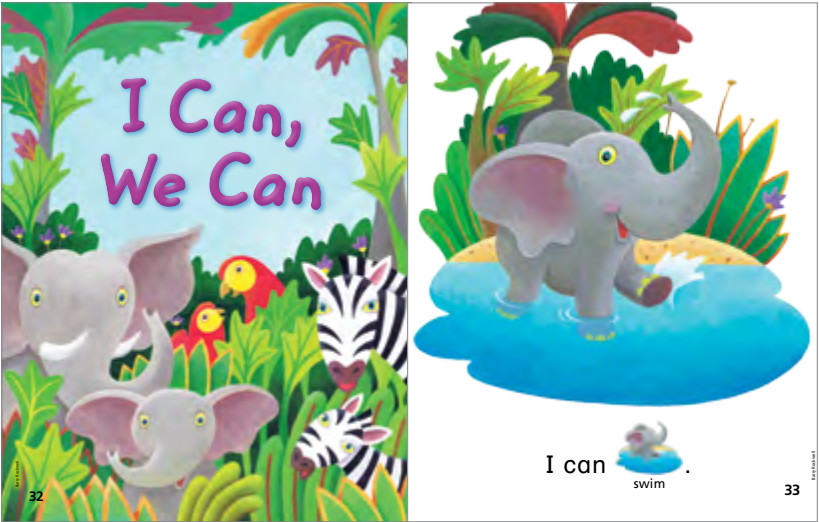




Introduce weekly concept



Introduce phonics and high-frequency words



Shared read to practice phonics and high-frequency words

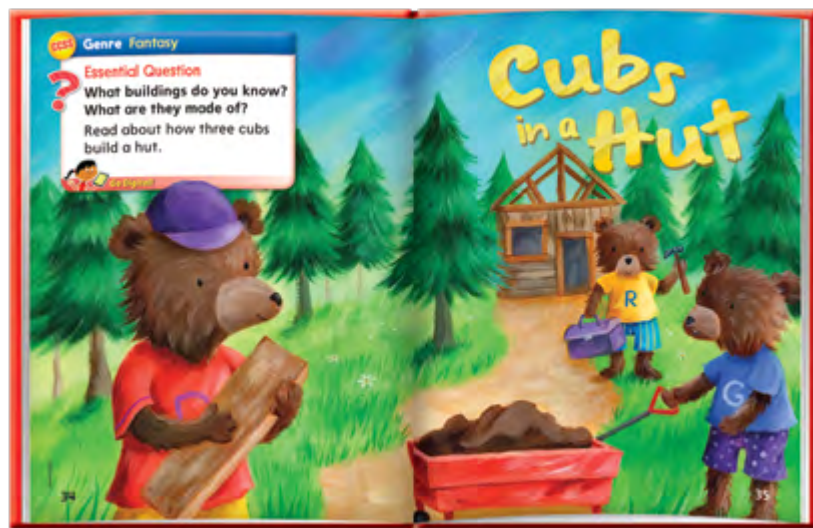
Sample Pages

Reading/Writing Workshop: Grade 1

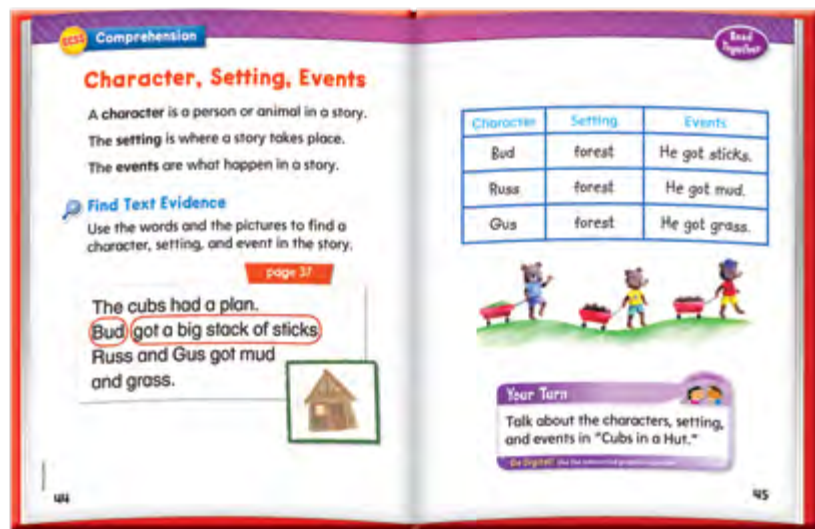
Introduce weekly concept



Shared read to practice phonics and high-frequency words



Minilessons to support text evidence



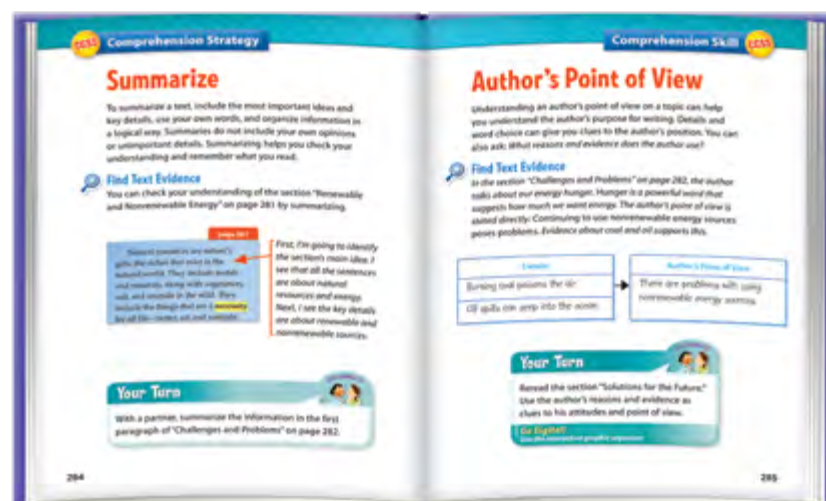
Reading/Writing Workshop: Grade 5



Introduce concepts and teach collaborative conversation



Short Reads to teach and model close reading



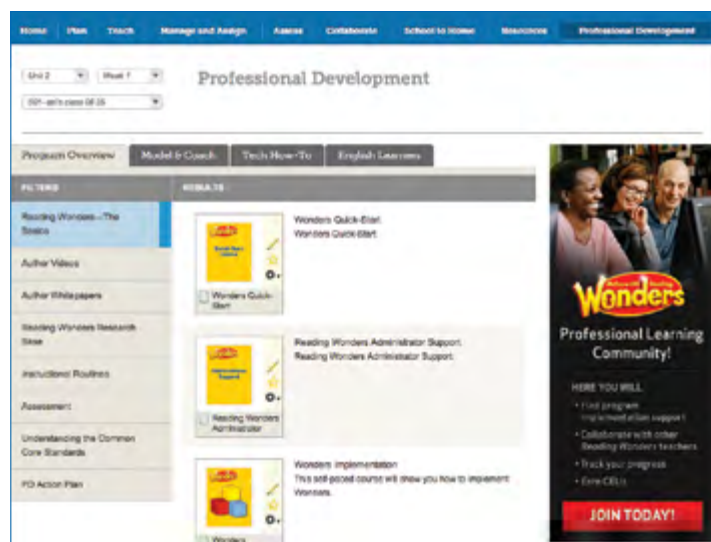
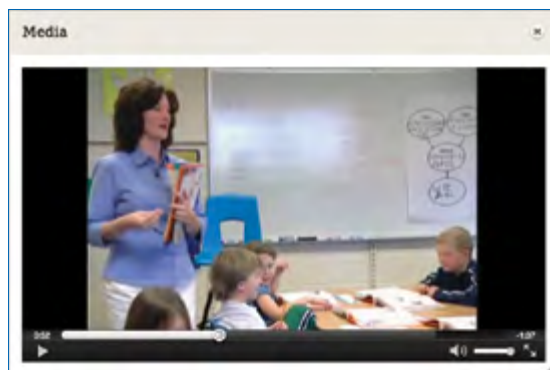
Minilessons to teach close reading using short reads

Sample Pages

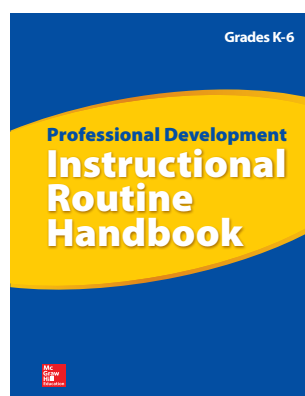
Professional Development



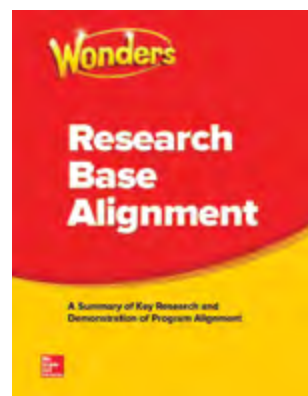
Point-of-use professional development



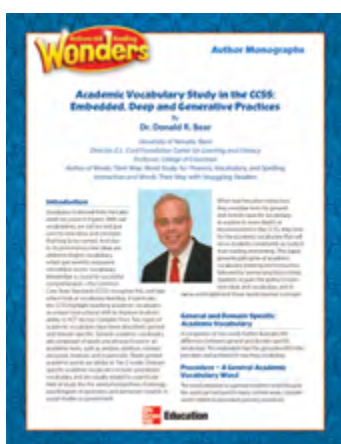
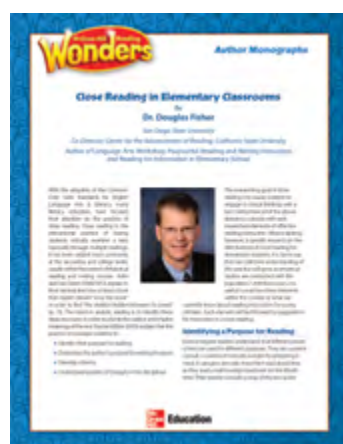
Professional development homescreen



Research-based step-by-step guides to key instructional practices.



Summary of key research underlying the program



White papers and other research from the Wonders authorship team



Leveled Readers



Literary Text

- Same topic
- Same vocabulary and comprehension skill
- Paired selection on the same topic for reading across texts



Informational Text

- Same content, different complexity levels
- Science/Social Studies content
- Paired selection on the same topic for reading across texts



Builds speaking, listening, reading, and writing skills with scaffolded support for all language proficiency levels.

Equity of Access for English Language Learners. Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom.

Key Component Summary

Companion Worktext

The student edition is available in two levels: Beginning and Intermediate/Advanced. The Beginning volume is divided into six individual units, offering frequent opportunities for students to move to the single-volume Intermediate/Advanced text throughout the year. Weekly readings aligned to Reading/Writing Workshop selections are supported with on-page scaffolding and support.



My Language Book

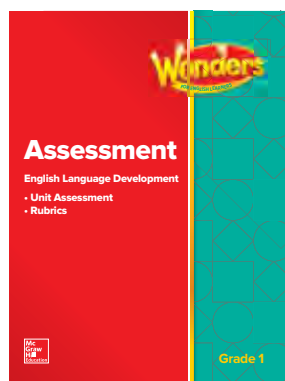
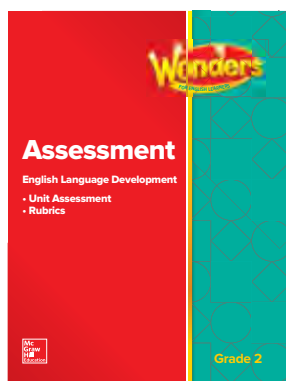
This colorful, engaging, consumable book provides a connected visual resource to develop oral language, provide writing support, build responses to the text, and foster grammar development.



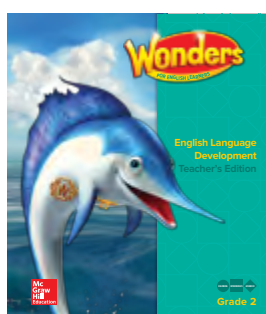
www.mheducation.com.sg/wonders/programs/wonders-for-english-learners

Assessment

One book per grade offers formative and summative assessments designed to track and accelerate progress toward standards proficiency.



Teacher's Edition



Retelling Cards

Grade 1



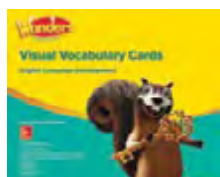
Oral Language Cards

Grade 2–6



Visual Vocabulary Cards

Grade 1–6

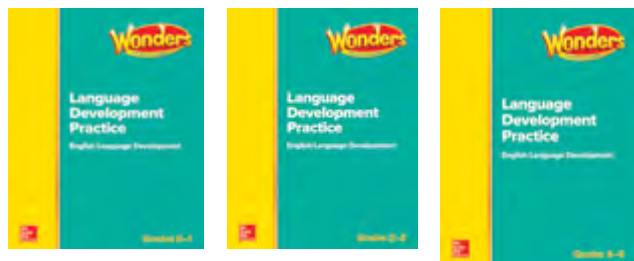


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Language Development Practice BLM

Grade K–6

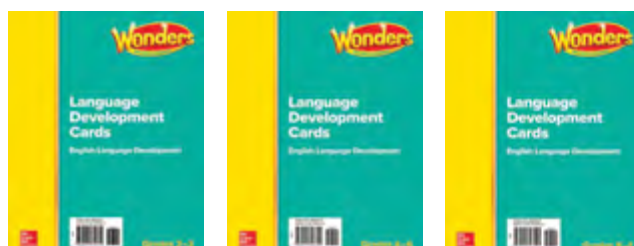
Provides opportunities for students to practice language and grammar skills at their proficiency levels.



Language Development Cards

Grade K–6

Provides targeted instruction in language and grammar skills.



Language Transfers Handbook

Grade K–6



Newcomer Pieces

The Wonders for English Learners Newcomer components are designed to get students talking about school, home, and the world around them. Lessons build oral language skills and give students opportunities to communicate with teachers, peers, and their community.

Digital Information

For Teachers:

- Customizable Lesson Plans
- Ready Made Instructional Presentations
- Student Grouping and Assignments
- Online Assessments
- Mini Lessons with Audio Support

For Students:

- eBooks
- To Do List of Assignments
- Adaptive Learning
- Songs
- Recorded Summaries of Texts
- Voice Recording Capabilities



www.mheducation.com.sg/wonders/programs/wonders-for-english-learners

Sample Pages

Wonders ELD Companion Worktext
Grade 3, Unit 4, Beginner Level

TALK ABOUT IT

Weekly Concept Adaptations

Essential Question

How do animals adapt to challenges in their habitat?

Go Digital



How does the ermine hide in the snow? In the chart, write other ways that animals change. Discuss how different habitats affect animals.

Ways Animals Adapt

Discuss how adaptations help animals to survive. Use the words from the chart. You can say:

Animals can change _____ to help them _____.


Animals have different kinds of _____ to chew food.

Animals grow or lose their _____ in hot or cold weather.

Animals move at faster _____ to get away from danger.

More Vocabulary

Look at the picture and read the word. Then read the sentences. Talk about the word with a partner. Write your own sentence.



adapted


Polar bears **adapted** to the snow and cold.

Complete the sentence. Write the word.

I adapt to cold days by _____.

How do polar bears **adapt** to cold days?

Polar bears adapt by _____.



danger

Fire is a **danger** to trees.


Complete the sentence. Write the word.

Fire is also a danger to _____.

What are some other **danger**s?

_____ are dangers.


Words and Phrases: Multiple-Meaning Words



pack = a group of wild animals

What animals live in a **pack**?

Hyenas live in a **pack**.




pack = to put things in a box, case, bag, or car

What do Dad and Roy **pack**?

They **pack** the car.


Talk with a partner. Look at the pictures. Read the sentences. Circle the meaning of the underlined word.



The **pack** of wolves lives in the woods.

group of _____

wild animals _____



Mom **packs** Ivy's lunch every day.

group of _____

wild animals _____

Text Evidence

Shared Read Expository

Talk About It

Look at the picture. Read the title. Discuss what you see. Use these words.

wolf fox gray red fur

Write about what you see.

What animals are in the picture?

The picture shows _____.

How are the animals alike?

Describe what you see.

Take notes as you read the text.

GRAY WOLF!

RED FOX!



Essential Question

How do animals adapt to challenges in their habitat?

Read how gray wolves and red foxes adapt to challenges.

Did you ever see a fox or a wolf? Do you think they look like dogs? Dogs, foxes, and wolves are related. They are members of the same family. Gray wolves and red foxes look alike, but they are very different.

LOOKS ARE EVERYTHING

The gray wolf is the largest group in the wild dog family. An adult wolf is the same size as a large dog. The red fox is **smaller** than a large dog. Both animals have excellent hearing.

Look at their beautiful tails! Both foxes and wolves have long, bushy tails. The wolf's tail can be two feet long. The fox's tail is shorter, but it has a bright, white tip.

The gray wolf and red fox are mammals.

Text Evidence

1 Comprehension

Compare and Contrast

Look at the last sentence in the first paragraph. What two animals are being compared?

2 Specific Vocabulary

Look at the adjective **smaller** in the second paragraph. The suffix **-er** at the end of the word **small** means "more." What does the word **smaller** mean?

Which animal is **smaller** than a large dog? Circle the noun.

3 Sentence Structure

Reread the last sentence in the third paragraph. What adjectives describe the noun **tip**? Underline the adjectives.

Sample Pages

Wonders ELD Companion Worktext
Grade 3, Unit 4, Beginner Level

Text Evidence

1 Specific Vocabulary Look at the adjective **thick**. The word **thick** means "has a lot of something." What is thick? Circle the word.

2 Sentence Structure Reread sentence two in the second paragraph. The word **because** connects the two parts of the sentence. Underline the part that tells what people caused.

3 Comprehension
Compare and Contrast
Reread the last paragraph. What foods do red foxes and wolves eat?

Red foxes eat _____

Wolves eat _____

WHERE DO THEY LIVE?

LEGEND
Red Fox only
Gray Wolf only
Both

FINDING FOOD
Gray wolves and red foxes live in many different habitats. Both animals lost their homes because of people. The red fox has **adapted** well to fit into its environment. Now many foxes make their homes near towns. But wolves stay far away from people.

Foxes and wolves have different diets. Red foxes hunt alone. They eat small animals, birds, and fish. Wolves eat large animals like moose or deer.

Gray wolves prefer to live and hunt in packs.

Text Evidence

1 Specific Vocabulary The word **travel** means "to go from one place to another." Circle the word that tells how wolves travel.

2 Comprehension
Compare and Contrast
Reread the second paragraph. Which detail shows how a red fox is different from a gray wolf? Underline the detail.

3 Talk About It
How are gray wolves and red foxes the same? Write your ideas. Use text evidence.
Gray wolves and red foxes both _____

DAY-TO-DAY

Wolves live in packs, or groups, of four to seven. They hunt and **travel** together. They sleep in dens for shelter. Foxes like to live alone. They sleep in fields or empty holes.

Both wolves and foxes communicate by barking and growling. Gray wolves howl to alert, or warn, other wolves of **danger**. Red foxes wave their tails to warn other foxes.

The gray wolf and red fox have many things in common. But they are very different animals.

The red fox hunts for food alone.

Make Connections

How did the gray wolf and the red fox adapt? **ESSENTIAL QUESTION**

Which animal would you like to learn more about? **TEXT TO SELF**

Why? **TEXT TO SELF**

Respond to the Text

Partner Discussion Work with a partner. Read the questions about "Gray Wolf! Red Fox!" Show where you found text evidence. Write the page numbers. Then discuss what you learned.

How have red foxes adapted?	Text Evidence
Red foxes have excellent _____	Page(s): _____
Red foxes like to live _____	Page(s): _____
Red foxes have thick fur to _____	Page(s): _____

How have gray wolves adapted?	Text Evidence
Gray wolves have excellent _____	Page(s): _____
Gray wolves do almost everything _____	Page(s): _____
Gray wolves have thick fur to _____	Page(s): _____

Group Discussion Present your answers to the group. Cite text evidence for your ideas. Listen to and discuss the group's opinions.

Write Work with a partner. Look at your notes about "Gray Wolf! Red Fox!" Write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words in your writing.

How have gray wolves and red foxes adapted to challenges?

Both red foxes and gray wolves have excellent _____

Gray wolves hunt in packs because _____

Red foxes live _____

Both gray wolves and red foxes have _____

Both red foxes and gray wolves _____

Share Writing Present your writing to the class. Discuss their opinions. Talk about their ideas. Explain why you agree or disagree with their ideas. You can say:

I think your idea is _____

I do not agree because _____

Write to Sources

Take Notes About the Text I took notes about the text on this chart to answer the questions: *How are red foxes and gray wolves the same? How are they different? Use details from the text in your answer.*

How They Hunt	What They Eat
Red foxes hunt alone.	Red foxes eat small animals.
Gray wolves hunt in groups.	Gray wolves eat large animals.

Write About the Text I used notes from my chart to write an informative paragraph about foxes and wolves.

Student Model: Informative Text

How do red foxes and gray wolves hunt? They hunt in different ways. Red foxes hunt alone, but gray wolves hunt in groups. What do red foxes and gray wolves eat? Red foxes eat animals. Gray wolves eat animals. Gray wolves eat large animals. Red foxes eat small animals. Red foxes and gray wolves are the same in some ways, but they are also different.

TALK ABOUT IT

Text Evidence
Circle the second sentence. What evidence does Luke use to support this statement?

Grammar
Underline the second sentence. Draw a box around the subject of the sentence. What does the pronoun *they* refer to in this sentence?

Condense Ideas
Circle the fifth and sixth sentences. How can you condense the sentences?

Your Turn
Do red foxes and gray wolves look the same or different? Use details from the text in your response.

Go Digital!
Write your response online. Use your editing checklist.





Purposeful Teaching that Ensures Learning

- **Systematic and explicit instruction**
- **Spiral curriculum**
- **Core concepts and skills**

SRA Open Court Reading is a reading and language arts curriculum built upon decades of research, field testing, and time-tested instructional models. This program gives you the resources, the strategies, and the support to help you make the difference in your classroom. The explicit, systematic, researched-based instruction supports all learners as they learn to read. The excellent resources support best teaching practices to build a foundation for lifelong learning.

Research–Fueled Growth

Research continues to be an integral part of Open Court Reading. This proven, research-based program has worked for thousands of classrooms because SRA Open Court Reading has never wavered from its commitment to incorporating research and teacher input.

The authors, who are educators and researchers, have updated the program to include the latest research findings about the most effective ways to teach children to read and write. SRA Open Court Reading is founded upon a commitment to research balanced with teacher input. Key instructional areas build across grade levels to ensure students become confident and effective readers by the end of grade 3. Initial research in early reading reveals early, explicit phonics instruction is crucial for early proficiency. This critical information moved Open Court Reading authors to make phonics a cornerstone of the program with Sound/ Spelling Cards, explicit instruction, and scaffolded blending. Additionally, Open Court Reading authors developed Decodable Books to help children apply and reinforce encoding and decoding skills. Later research in vocabulary and comprehension introduced the need for advanced reading selections to support vocabulary development and critical comprehension.

Teach with the knowledge of 50+ years in the classroom

SRA Open Court Reading has over fifty years of feedback from classroom use. The information from classroom teachers who use Open Court Reading daily is woven into the program's instruction. Their experience, paired with facts from reading research, adds an unparalleled value to the program.



www.mheducation.com.sg/open-court-reading/comprehensive-curriculum

[View ISBN List on page 123](#)

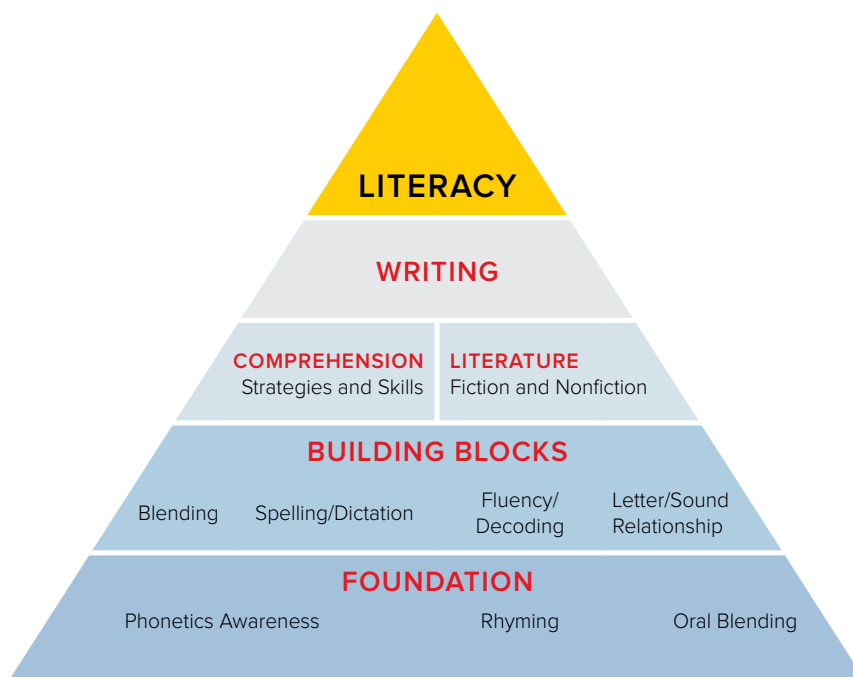
Implement your reading program with confidence

Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models found in Open Court Reading.

Today, Open Court Reading continues to evolve, responding to new technology, valuable teacher feedback, and relevant research findings.



Level	INSTRUCTIONAL EMPHASIS CHART					
A-B	Letter Recognition	Print/Book Awareness	Phonological and Phonetic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Writing and Mechanics
C-D	Letter / Book / Print Awareness	Phonetic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Language Arts and Writing	
2	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
3	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
4	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
5	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	



www.mheducation.com.sg/open-court-reading/comprehensive-curriculum

Unit themes that students can't resist

Open Court Reading contains a diverse collection of fiction and nonfiction reading selections, including novels, essays, poems, songs, and articles. It's a collection designed to challenge students and inspire them to become independent, self-directed readers.

Each unit is built around a theme student's use as a foundation for building new ideas and ways of thinking. The focus of the theme varies across units to include crosscurricular topics as well as social topics students can relate to. Lesson theme can be viewed in the Scope & Sequence.

Key Component Summary

Student Book with Audio CD

Level A-D



Skills Practicing Book

Level A-D



Student Anthology

Level 2-5

Student Anthologies include a variety of narrative and informative texts to help students understand concepts such as: key ideas and details; writing as a craft; and the integration of background knowledge and ideas.



[View ISBN List on page 123](#)

Core Decodables

Level 2–5

Core Decodable help students learn about book and print concepts, as they practice reading essential, high-frequency, sight words. These stories introduce incorporate sound/ spelling as they taught in the classroom and build upon previous sound spellings in order to provide fluency practice through controlled, connected text. Core Decodables are used in foundational skills instruction.



Language Arts Handbook

Level 2–5

Lessons in writing, grammar, and mechanics provide students a reference book to learn about and check critical writing, revising, and editing skills. The Language Arts Handbook is an integral part of the writing lessons.



Teacher's Edition

Level 2–5

The heart of the program, the Teacher's Edition provides research-based, explicit instruction, and modeling, which facilitates teaching Open Court Reading, focusing on foundational skills, comprehension, inquiry, and writing. Every lesson provides support for differentiated instruction and English Learner support.

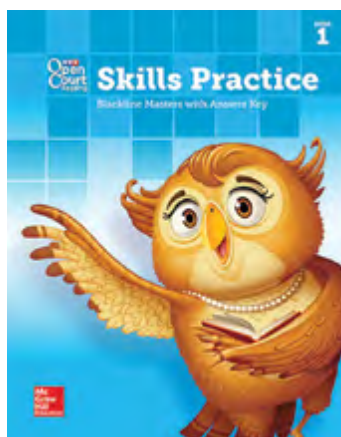
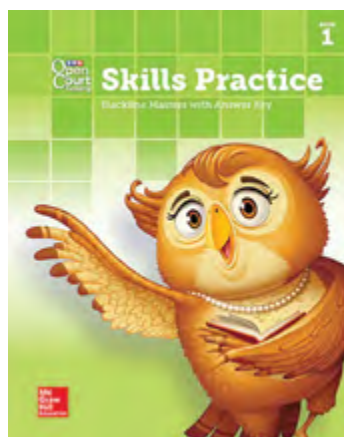


www.mheducation.com.sg/open-court-reading/comprehensive-curriculum

Skills Practice BLM with Answer Key

Level 2–5

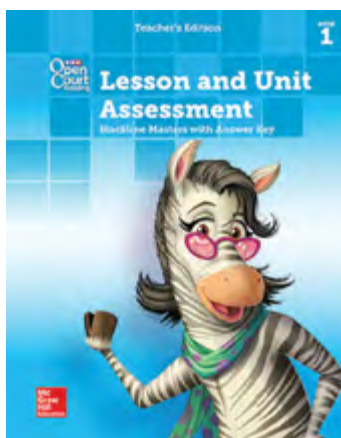
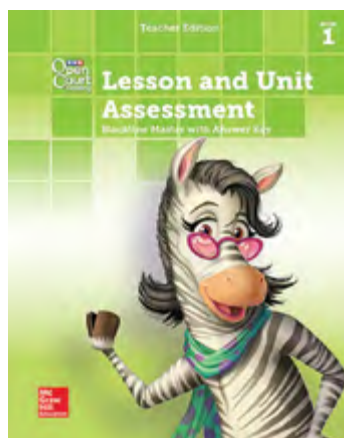
Skills Practice Blackline Master with Answer Key provides students of all grades with practice and answers in subjects such as phonics, writing, grammar.



Lesson and Unit Assessment BLM

Level 2–5

Use curriculum-based Lesson and Unit Assessments to measure students' learning in key instructional areas such as: phonics, alphabetic knowledge, vocabulary, comprehension, and grammar usage. Formative assessments help teachers plan differentiated instruction in the classroom.



Digital Information

Online Teacher's Resources

Level A–D

Complimentary online resources with Student Book purchase:

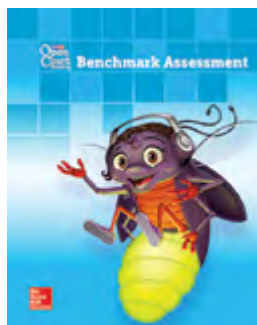
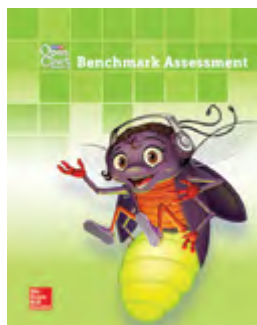
- Teacher's Edition (pdf)
- Lesson and Unit Assessment (pdf)
- Classroom Powerpoint
- Worksheet (pdf)
- Placement Test (pdf)
- Syllabus (pdf)

To access these materials, log in to www.mheducation.asia/open-court-reading/comprehensive-curriculum

Level 2–5

• Benchmark Assessment BLM

Benchmark Assessments help determine whether students are meeting grade-level learning objectives. Students are assessed on foundational skills, comprehension, and grammar. Benchmark Assessments are administered three times during the school year.



• Intervention Teacher's Guide

The Intervention Teacher's Guide provides instructional guidance for at-risk students with full in-program intervention support. Using the Intervention Teacher's Guide, teachers can provide lesson-by-lesson instructional support for the core curriculum. The instruction includes over 500 professional development videos.

• English Learning Teacher's Guide

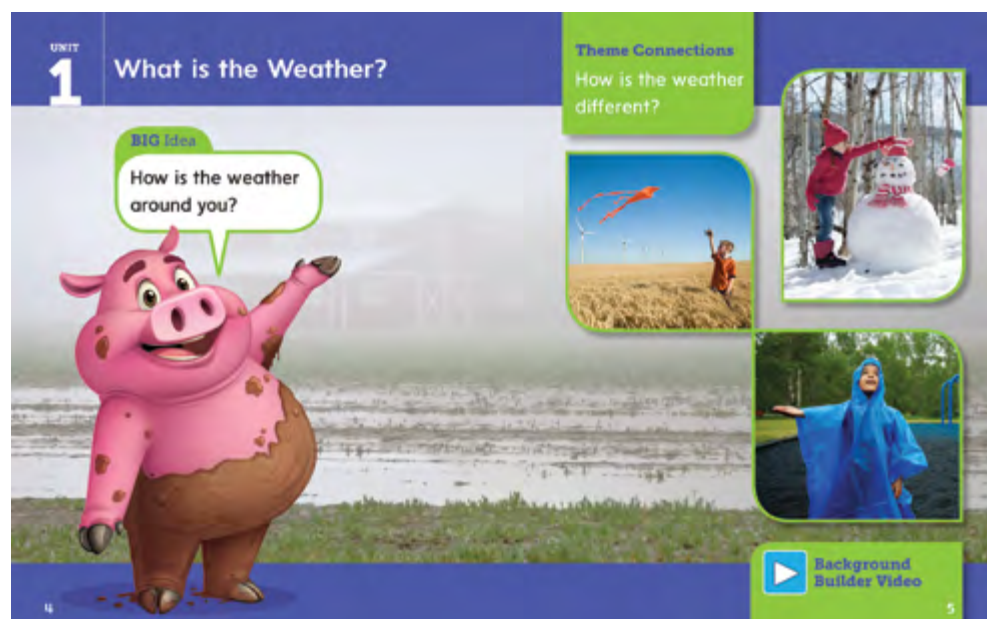
The support for English learners provides teachers with diverse activities and instructional aides to help students needing extra guidance and practice with phonics, vocabulary, comprehension, and grammar skills.



Sample Pages

Student Book with Audio CD

Unit Opener



LEVEL A-D

Unit Opener

introduces the Unit Theme and the Big Idea that students will investigate over the course of the unit.

Lesson Opener



LEVEL A-D

Lesson Opener

introduces the lesson theme and the Essential Question. The images and the Picture Walk questions will help students activate their background knowledge about the theme.

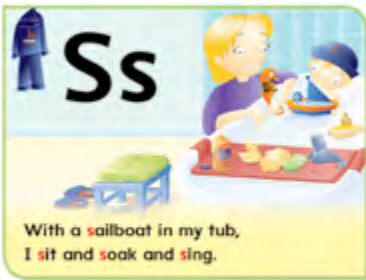
Sample Pages

Student Book with Audio CD

Foundational Skills


Foundational Skills

Listening for Sound
Listen and repeat.

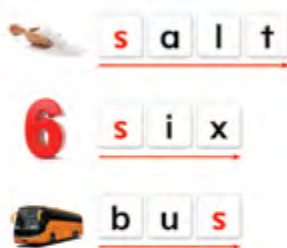


With a sailboat in my tub,
I sit and soak and sing.

Listen and say the words.



Linking Sound to Letter
Listen and read the words.



Listen and circle the **s** sounds.

six bin bus sun

LEVEL A & B


Foundational Skills

focuses on phonological and phonemic awareness, phonics, decoding, blending, and building fluency.

Foundational Skills

Listen and Read

Tam sat on a mat.
Sam sat on Tam.
Matt sat on Sam.
I sat on Matt.



Generating Words

son → Sam, gas
man → mat, drum
ant → sat, bat
tap → Tam, Matt

Your Turn
Think of the words that have **s**, **m**, **a**, **t**, and **tt** sounds.

Blending Words

	s	m	a	t	tt
1	am	at			
2	mat	sat			
3	Sam	Matt	mats		

Blending Words into a Sentence

- Sam sat on Matt.
- Sam and Matt sat on the mat.
-

Dictation and Spelling

1. _____ 2. _____

Reread
Reread Listen and Read on page 8.

LEVEL C & D

Foundational Skills

focuses on phonological and phonemic awareness, phonics, decoding, blending, and building fluency.



Content Words

Content Words
Social Studies

Listen and Read

classroom

Students learn and study in the **classroom**.

music room

You can play instruments in the **music room**.

art room

You can draw pictures in the **art room**.

library

You can read books in the **library**.

Pair and Share

What is your favorite room in school?

LEVEL C & D

Content Words teach the key vocabulary words that students need to know to read and understand the selection. The example sentences help students understand the meaning of the words.

Pair and Share questions enable students to extend the word knowledge by asking and answering questions.

Support Words

Support Words

Listen and Repeat

new

A: I have a **new** baseball.
Let's play!
B: Sure. Let's go!

smile

A: Are you happy?
B: Yes! Ice cream makes me **smile**.

class

A: What is your favorite **class**?
B: I like my math **class**.

favorite

A: What are you doing?
B: I'm drawing my **favorite** animal.

raise

A: I have a question!
B: Can you **raise** your hand, please?

friend

A: Who is your best **friend**?
B: Sam is my best **friend**.

Pair and Share

What is new in your classroom?

LEVEL C & D

Support Words teach additional vocabulary words students need to know to read and understand the selection. They are presented in dialogues to provide specific context of how the words are used in oral sentences.

Sample Pages


Student Book with Audio CD

Writer's Craft

Writer's Craft

Today's Weather

Today's Weather by Sam



It is sunny.

Draw and write about today's weather.

Today's Weather

It is _____

Spacing Between Words

A space is placed between each word to show one word ends and another word starts.

Model

It is rainy.
→ It is rainy.

Practice

Check (✓) the spaces between words.

Today it is sunny.
I can play outside.

Your Turn

Go to page 17 and check (✓) the spaces between the words.


LEVEL A & B

Writer's Craft contains instructions in the writing process including grammar, usage and mechanics, and sentencing crafting.

Writer's Craft

Today's Weather

Today's Weather by Sam



It is sunny.

Draw and write about today's weather.

Today's Weather

It is _____

Spacing Between Words

A space is placed between each word to show one word ends and another word starts.

Model

It is rainy.
→ It is rainy.

Practice

Check (✓) the spaces between words.

Today it is sunny.
I can play outside.

Your Turn

Go to page 17 and check (✓) the spaces between the words.

LEVEL C & D

Writer's Craft contains the writing process of different genres and elements in story crafting. It first instructs students with models of good writing, guiding their practice, and then allowing them to apply the skills they have learned to their own writing.



Apply Vocabulary

Apply

Read this story. Then discuss it with your class.

Vocabulary Words

- adopt
- entire
- face
- inch
- journey
- panic
- raged
- slick
- slope
- startled
- surface
- turned

Vocabulary

Cooking

I have **adopted** a new policy this year. Rather than hiding from my fears, I am going to **face** them. Since I have always been afraid of cooking, I will begin by examining every **inch** of a new recipe. It is **startling** to realize how many groceries we need.

I help my mom make a grocery list, and then we drive to the grocery store. We walk inside the store and choose ingredients. I feel **panic** over the number of choices for each.

Once home, my mom says the first thing we will cook is the rice. She turns on the burner to boil some water. It seems like a long time before it comes to a **raged** boil. Once the water is bubbling, I add the rice. Are those few pieces supposed to **surface**? I thought they would sink.

Next she lets me put the salad together. Has this avocado **turned** ripe? Once the salad is done, I reach for the olive oil and manage to knock the bottle over! Thankfully, our countertop **slopes** at the edge, so the oil does not spill on the floor. I do not need a **slick** floor right now.

Our family sits down to dinner, and my mom says my first attempt at cooking was a success! I will help clean the **entire** kitchen after dinner, but for now, it is time to eat. This has been a fun **journey**.

Extend Vocabulary

Write the word that describes or means the same as the words below.

1. ice, oil	7. take on, foster
2. long trip, travels	8. alarm, fear
3. top, upper layer	9. bank, incline
4. surprise, shock	10. take on, engage
5. move slowly, a small amount	11. all, whole
6. rotate, veer	12. frenzy, uproar

Concept Vocabulary


Think about the word **partnership**. The main character in "Cooking" is helped by mom. How does this character benefit from this partnership?

LEVEL 2 TO 5

Content Words gets students to understand what a selection is about involves not only the reading process, but also the process of expanding students' vocabulary so that they comprehend both simple stories and more complex informational selections.

In this program, students have multiple opportunities to develop, practice, apply, extend, and review the words.

Connect



Use the map of the trail to answer the questions.

- How many states does the Appalachian Trail cross?
- How can you tell the total distance of the Appalachian Trail?
- How can you determine the geography of the Appalachian Trail? Is there something about the map that helps you with this?

Connect

Social Studies

The Appalachian Trail

You just read about Ellie and her dog, Pam, hiking the Appalachian Trail. The Appalachian Trail is about 2,100 miles long. It stretches from Mount Katahdin in Maine to Springer Mountain in Georgia. The trail spans fourteen states as it traces along the Appalachian mountain range.

It took Ellie and Pam six months to hike the **entire** trail. The easiest part of the trail stretches between Shenandoah National Park in Virginia and southern Pennsylvania. The trail is more difficult to the north or the south of this section, and is most difficult in New Hampshire and Maine. Although many hikers plan to hike the entire trail, only about one in four each year make it all the way.

Go Digital

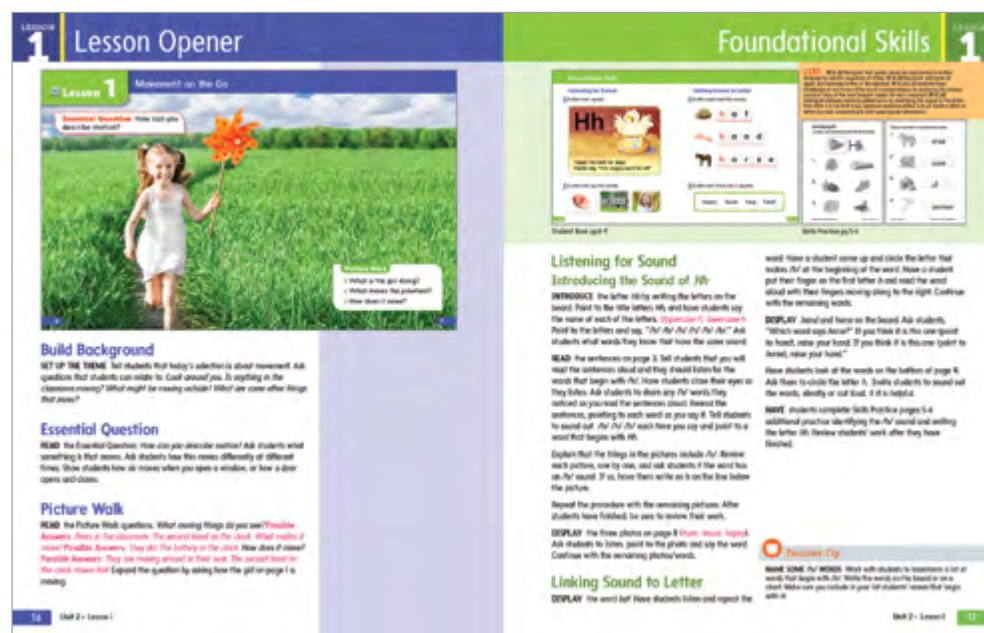
Search for photographs of people hiking the Appalachian Trail in different seasons of the year.

LEVEL 2 TO 5

Connect provides students the chance to connect what they have read to a short, cross-curricular selection. This allows students to have multiple opportunities with different text features and with social studies and science content.



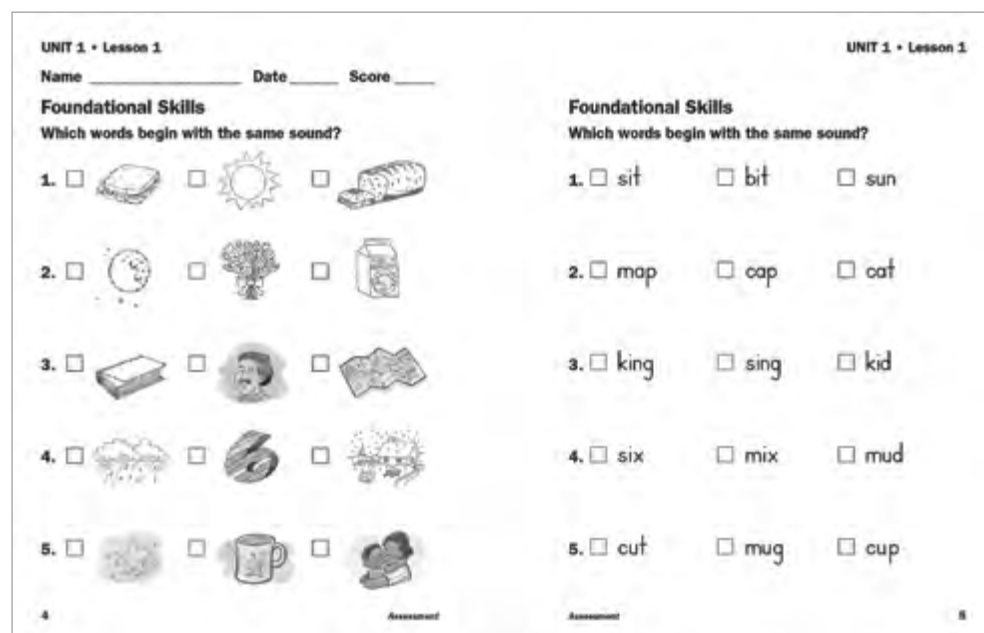
Sample Pages



ALL LEVELS

Lesson Opener and Foundational Skills

Level A Unit 2



ALL LEVELS

Lesson and Unit Assessment

Blackline Master with Answer Key

Level A Unit 1





SRA Open Court Reading Foundational Skills Kits and *Word Analysis Kits* provide classroom-proven, systematic, explicit instruction to help students learn the basics of reading and writing and progress to reading and comprehending more complex texts.

As students move on to grade 4-5, they bring the foundational skills they have mastered to a new level. In these grades, students transition from learning to read to reading to learn. At these grade levels, students move away from foundational skills to focus on word analysis and reading more complex texts.

- **Student Materials**

- Skills Practice Workbook
- Core PreDecodable and Decodable Takehome
- Practice PreDecodable and Decodable Takehome

- Teacher Edition
- Assessment & Skills Practice Book
- Teacher Resource Book
- Alphabet Wall Cards
- Big Book

- Practice Pre-Decodable and Decodable Books Classroom, Individual & Takehome Sets

- **Digital Classroom, Student & Teacher License**



www.mheducation.com.sg/open-court-reading/foundational-skills-kits

[View ISBN List on page 124](#)

Foundational Skills Kits (K–3) and Word Analysis Kits (4–5)	K	1	2	3	4	5
Alphabet Sound Wall Cards	X					
Individual Alphabet Sound Cards (4 sets)	X					
Small-Group Alphabet Cards	X					
Alphabet Sound Stickers	X					
Pocket Chart (wall)	X					
Pocket Chart Picture Cards	X					
Pocket Chart Word Cards	X					
Individual Pocket Chart	X	X				
Lion Puppet	X	X				
Magnetic Dry Erase Board	X	X				
Magnetic Letters, Lowercase (2 sets)	X	X				
Magnetic Letters, Uppercase	X	X				
Little Books	X	X				
Letter Cubes	X	X				
Alphabet Letter Cards Upper/Lowercase	X	X	X	X		
High-Frequency Flash Cards	X	X	X	X		
Pre-Decodable & Decodable BLM	X	X	X	X		
English Learner Photo Cards	X	X	X	X	X	X
Sound/Spelling Wall Cards		X	X	X	X	X
Individual Sound/Spelling Cards (4 sets)		X	X	X	X	X
Small-Group Sound/Spelling Cards		X	X	X	X	X
Sound/Spelling Stickers		X	X	X		
Word Cubes			X	X	X	X
Leveled Reading Cards					X	X



Digital Information

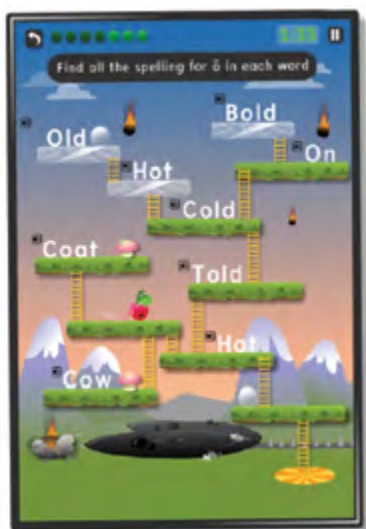
Easy-to-use technology to inform instruction and strengthen students' skills

Teacher Components

- **Interactive Teacher's Guide** — makes planning, preparing, and reviewing lessons easier and faster than ever before with this convenient online tool
- **Teacher Resource Book** — corresponding Approaching Level and English Learner lessons
- **ePresentation** — embedded into the core instruction at point of use
- **Big Books (Grades K–1)** — online book format with listen and read aloud options
- **Professional Development** — point-of-use videos to help teach the lesson in a projectable format
- **Assessment** — digitally delivered assessment with grouping capabilities

Student Components

- **Pre-Decodables and Decodables (Grades K–3)** — allow students to read independently at their own pace, building confidence and reading proficiency
- **Alphabet Sound Cards (Grade K) and Sound/ Spelling Cards (Grades 1–3 and 4–5)** — to introduce and reinforce sound and spelling correspondence
- **eActivities** — to reinforce, practice, or remediate current skills learned in the lesson
- **eGames** — fun, engaging games to practice the skills students have learned



eGames



Interactive Teacher's Guide



Alphabet Sounds Cards

Sample Pages

Preparing the Foundation for Literacy

Foundational Skills Teacher Edition, *Grade K*

LESSON 2 DAY 4 Foundational Skills

Resources:

- *Pickled Peppers*
- *High-Frequency Flash Cards*
- *Core Decodable II*
- *Magnetic Dry Erase Boards* or lined paper
- *Alphabet Sound Card Qq*
- *Letter Card Qq*
- *Alphabet Book*, pp. 36-37
- *Skills Practice*, p. 130

Objectives: Students will

- review high-frequency words.
- segment words.
- review /kw/ and the letter Qq.

Warm Up

High-Frequency Word Review

DISPLAY *Pickled Peppers*. Use the *High-Frequency Flash Cards* to review those words you think are most appropriate for your class. Refer to the inside back cover of *Core Decodable II* for a complete list of previously introduced high-frequency words.

HOLD UP the cards one at a time, and call on students to read the words and to use them in complete sentences. Have volunteers browse through *Pickled Peppers* to see how many of the words they can find.

Phonemic Awareness

Phoneme Segmentation

HAVE students use the Elkonin boxes on their *Magnetic Dry Erase Boards*, or draw three boxes for students to copy on lined paper. Provide each student with three marks.

TELL students you will say a word and they should put a mark in a box on the grid for each sound they hear in the word. Demonstrate this process to students, using the word *set*.

SAY the word *set*, stretching the sounds: /s-s-s/ /e-e-e/ /t/. Have students mark in the correct box for each sound, from left to right.

CALL ON volunteers to tell how many sounds the word has. *three* Then guide the class in blending and saying aloud the word *set*.

CONTINUE with the following words: *it, bun, rap, be, land, in, and pen*. Always have students tell how many sounds are in each word.

Phonemic Awareness activities

Provide students with practice in discriminating the sounds that make words.

Oral Blending & Segmentation

Demonstrates how to take words apart and put them back together with brief, teacher-directed exercises.

Alphabetic Principle

Reviewing the Sound of Qq

REVIEW the letter *Qq* with students. Ask them to give you as much information about the letter and its sound as they can on their own.

POINT TO *Alphabet Sound Card Qq*, and have a volunteer say the name of the letter and say its sound: /kw/. Show students the picture. Then say the sound of *Qq*, /kw/.

PLAY the *Qq* story. Have students say /kw/ /kw/ /kw/ /kw/ /kw/ when they hear the sound.

Listening for /kw/

GIVE each student *Letter Card Qq*. Ask students to say /kw/ as they take their card.

Alphabetic Principle

Introduces the relationship between letters and sounds with collaborative classroom activities.

Differentiated Instruction

Tips for differentiated instruction appear at point of use throughout each Teacher's Edition. More in-depth instruction for both Approaching Level students and English Learners appears online.

**Teacher Tip**

ALPHABET REVIEW Have students play the Before and After game. Have them sit in a circle. Place in the center of the circle a set of *Letter Cards* facedown in random order. Tell students to take turns choosing a card and saying the name of the letter. After the letter is named, say *before* or *after*, and have the student name the letter that comes in the alphabet before or after the one he or she chose.

**Differentiated Instruction: Letter Sound Recognition**

- AL** Tell students to listen for the /kw/ sound as you read the word pairs. Point to the letters and segment the words as you read each word pair. Then have students point to the correct word.
- QL** Continue linking the sound to the letter with more word pairs, such as *que, use, quip, lip*.
- BL** Have students come up with words and tell you whether or not the word begins with /kw/.



www.mheducation.com.sg/open-court-reading/foundational-skills-kits

Building the Foundation for Literacy

Foundational Skills Teacher Edition, Grade 1

LESSON

2

DAY 4

Phonics and Decoding

/aw/ spelled aw

Introduce the Sound/Spelling

ROUTINE 1

DISPLAY *Sound/Spelling Card* 43—Hawk. Review /aw/ spelled *au*. Use Routine 1, the *Introducing Sounds and Spellings Routine*, to introduce /aw/ spelled *aw*. Reread the Hawk story, and have students clap when they hear words in the story that contain /aw/.

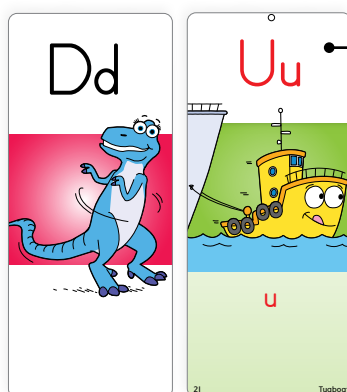
Hazel the hawk never cooks her food;
instead she eats it raw.
And when she thinks of dinnertime
she caws: /aw/ /aw/ /aw/ /aw/.
Hazel the hawk likes rabbits and mice
and catches them with her claws.
In August, she flies high above the fields

Routines

Routines are included at point of use, making lessons easy to teach.

Phonics

Students learn to relate sounds to letters in a systematic and explicit manner using 44 Sound/Spelling Cards. Students also learn to associate each Sound/Spelling Card with a particular action. This action-sound association is introduced through a short, interactive poem at point of use in the lesson.



LESSON

2

DAY 4

Foundational Skills

Blending

USE Routine 3, the *Whole-Word Blending Routine*, and Routine 4, the *Blending Sentences Routine*, to blend the words and sentences. Use Routine 10, the *Closed Syllables Routine*, and Routine 11, the *Open Syllables Routine*, to blend the multisyllabic words.

Before blending the sentences, review the high-frequency words with students.

About the Words

- Have students tell what they notice about the words in this line. *They all rhyme.* Have them identify the initial consonant in each word. *saw: s; jaw: j; raw: r; law: l*
- Have students identify the consonant blend in each word. *draw: dr; claw: cl; crawl: cr; straw: str*
- Have students identify the spelling of /aw/ in each word. *auto: au, sauce: au, paw: aw, fault: au, because: au, drawing: aw, saucer: au, awful: aw* Have students identify the number of syllables in each word on Line 4. *two*

About the Sentences

- To reinforce the concept of words and sentences, have students identify the number of words in each sentence. *Sentence 1: seven words; Sentence 2: nine words*

Developing Oral Language

Presentation

Blending

Words

1	saw	jaw	raw	law
2	draw	claw	crawl	straw
3	auto	sauce	paw	fault
4	because	drawing	saucer	awful

Blending

Sentences

- Saul saw the hawk on the lawn.
- Did you eat the food with the awful sauce?

Blending

Blending provides students with strategies for reading unfamiliar words. Students apply their knowledge of sounds and spellings to blend and read the words.

Sample Pages

Supporting and Reinforcing the Foundations of Literacy

Foundational Skills Teacher Edition, Grade 2 & 3

LESSON 4 DAY 2 Foundational Skills

Resources:

- Routine 9
- Decodable Stories, Book 5, Story 4i

Objectives: Students will

- build oral language skills.
- read a Decodable Story.
- build fluency.

Phonics and Decoding
/oo/ spelled oo

Developing Oral Language

GIVE clues for words in the word lines and ask students to identify the correct word. Use the following examples:

- I am used with cereal and soup. *spoon*
- It is nice to be in one of these on a hot day. *pool*
- I am nature's flashlight on a dark night. *moonbeam*
- When I'm in a group, I'm part of a flock or a gaggle. *goose*

Fluency: Reading a Decodable Story

Book 5, Story 4i: Under the Moon

New High-Frequency Word: soon

Reviewed High-Frequency Words: are, your

USE Routine 9, the Reading a Decodable Story Routine, to have students read "Under the Moon." Tell students watch for the punctuation marks that will help guide them to read with expression.

Checking Comprehension

EL Have students respond to the following instructions and questions to check their understanding of the story. Tell students to point to their answers in the story.

1. Name two animals from the story and identify the sound each makes. *Possible Answer A goose makes a honking sound, and a lion makes a roaring sound.*
2. What animal can toot to the moon? *An elephant can toot to the moon.*
3. What animals might be on the roof? *A bunch of chipmunks or a flock of birds might be on the roof.*

Building Fluency

ti Build students' fluency by having them read "Under the Moon" with a partner. Have the partners reread the story aloud several times. Check students' reading for expression.

EL English Learner

PHONICS AND DECODING The *English Learner Teacher's Guide* provides more reinforcement for students during Workshop who need additional help with Foundational Skills.

Differentiated Instruction

AL PRACTICE DECODABLE For additional practice with the target sound/spellings in this lesson, have students read Story 4i: "Scooter and the Goose" from *Practice Decodable Stories* during Workshop.

ePresentation

Decoding

Words	1	2	3	4
1	moor	door	pool	loop
2	spoon	spool	stool	stoop
3	goose	loose	moose	choose
4	loophole	mushroom	moonbeam	toadstool


Decoding

Sentences

1. Soon we will choose a paint color for the spare bedroom.
2. The kangaroos got loose at the zoo!

Decodable Stories, Book 5

Under the Moon


Oral Language

In grade 2–3, students get daily opportunities for oral language development by:

- Blending multisyllabic words on the word lines in phonics or word analysis
- Participating in the oral language activities
- Reading aloud the Decodable Books
- Reading aloud the fluency passages in the Skills Practice Book

Fluency

Open Court Reading foundational skills instruction:

- Contains text characteristics that support fluency
- Models fluent reading techniques through the use of online Decodable Books
- Provides regular opportunities for fluency practice

Decodable Books

- Each story supports instruction in new phonics elements and incorporates previously taught elements and high frequency words.

Comprehension

As students move from decoding words to reading sentences fluently, they must be able to understand what they read. Instruction in the Decodable Takehome Books emphasizes that students are expected to understand what they are reading by pointing out where in the text they can find answers to comprehension questions.



Foundational Skills Teacher Edition, Grade 2 & 3

Checking Comprehension

Check students' comprehension by asking them the questions that follow pertaining to "Bats." Students should find the place in the book that supports their answer and read it aloud.

- Where might you find a sleeping bat? *Bats sleep in barns, in caves, in trees, or under bridges.*
- How are bats different from birds? *They are mammals, so they have fur, are born alive, and give milk to their babies.*
- Why do people need bats? *Bats help to get rid of many harmful insects and help plants grow.*

Building Fluency

1 Build students' fluency by having them read "Bats" with a partner. Have the partners reread the story aloud several times. Check students' fluency as they partner read to ensure they are reading the story quickly, accurately, and with expression.

Review with students that fluent reading comes from automatic word recognition, or automaticity. Automaticity allows students to focus on understanding what they read instead of focusing on the process of decoding words. When readers read with automaticity, their rapid decoding of words seems unconscious. This quick word recognition allows readers to gain more meaning from the text. Have students practice fluency and automaticity as they read and reread the text.

2 As students partner read, check that they are reading words automatically, with a focus on rapidly decoding words. Work individually with students who need additional support with fluent reading.

ePresentation

Dictation and Spelling

1	defy	reply	cycle
2	lie	light	redline
3	slightly	style	friend

Challenge Words

4	multiply	night-light	magnify
---	----------	-------------	---------

Dictation and Spelling

Sentence

1. My little brother cried when I tried to frighten him.

Dictation

In grade 2–3, dictation continues as part of the instruction, giving students the opportunity to learn not only how to spell certain words, but to become lifelong spellers. Open Court Reading uses sound-in-sequence dictation which, used in conjunction with the Sound/Spelling Cards, shows students how to spell, sound by sound.

Teachers can model breaking down a word by sounds and support each spelling choice with a Sound/Spelling Card.

Reading to Learn

Foundational Skills Teacher Edition, Grade 4 & 5

Word Analysis

Latin Roots loc, flect; Greek Roots cyc, phon

Decoding

1 Use the information used to display one word at a time for students to read. After students have read all four lines of words, display the sentence one at a time for students to practice reading words with the target concept in context.

2 Present students that many words in the English language are formed using Greek or Latin Roots. Roots are word parts that cannot stand on their own, but with the addition of affixes, endings, or additional roots, can form words. Encourage the meaning of the roots and have students decode and define unfamiliar words. Use Root 1, the **Latin Root loc**, and Root 2, the **Greek Root cyc**, to discuss the words with students. Ask students to identify the common word part in each. Point out that loc is a Latin Root that means "place." Next, have students identify the common word part in Line 2. Point out that cyc is a Greek Root that means "circle." Ask students to identify the common word part in Line 3. Point out that cyc is also a root, but originates from Greek. Ask students to tell what the word part means. Lastly, have students identify the common word part in Line 4. Point out that phon is also a Greek root. Have a volunteer say what phon means. Ask students how they although it is important to know what each Greek and Latin Root means, it is not important to know which roots are Greek and which roots are Latin.

About the Words

1 Latin Root loc: Explain that the suffix "affixes" "not" or "to become" using this information and the meaning of the root loc, have students define the word **locate**. *to find*

2 Greek Root cyc: Explain that the prefix "cyc" means "circle" or "round." Have students identify the word **cycle**. Explain that using the base word in the definition will sometimes lead to an unknown definition. It's important to explain to students the base word is **cycle**. Then point out that the prefix **cyc** is a form of the prefix **cyc**, which means "to" or "round." Explain that when added to a base word that begins with the prefix **cyc**, it changes to **cyc**. Then have students determine the meaning of **affixes**. *to join*

3 Latin Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

4 Greek Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

5 Latin Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

6 Greek Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

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15 Latin Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

16 Greek Root phon: Explain that the prefix **phon** means "to sound" or "to hear." Have students determine the meaning of **affixes**. *to join*

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ePresentation

Decoding

1	locate	locate	locate
2	locate	locate	locate
3	locate	locate	locate
4	locate	locate	locate

Decoding

1. Struggling daily and missing help are known as **difficult**.

2. When I take my dog on a walk, the other dogs on the neighborhood begin a **complaint** of barking.

About the Sentences

1-2 Latin Root loc, Greek Root phon Have students identify the words with the target concepts in the sentences. **Throttle** and **complaint**. Explain that the root **loc** is a variant of **loc** that students will sometimes use and the suffix **-able** has the meaning "able to be." Have students use context to help them define these words. **Throttle**—able to be **throttled**. **Complaint**—complaints that **complain**. Have students determine the meaning of the prefix **com-** based on the meaning of the word **complaint**. *to join*

Developing Oral Language

NAME students choose a word from the word lines and give clues about the word for other students to guess. **Possible Answers:** *Clue—I am thinking of a word that is a room. It is something you can ride that has two wheels. Which word am I thinking of?* **Answer—bicycle.** *Clue—I am thinking of a word that describes words that have the same sound. Which word am I thinking of?* **Answer—homophone.**

Ask students to look at the words in Lines 3 and 4 and tell how the spellings of the words are the same in each line. **Possible Answer:** In Line 3 all the words include the letters **cycle**, except in the word **complaint**, where the spelling **com** follows **cyc**. In Line 4, all the words include the letters **phon**, except in the word **complaint**, where the letters **com** follow **phon**.

Have students choose a word from the word lines, write it on a piece of paper, and then look up the definition in the dictionary. Encourage them to compare the definition discussed as a group with the definition found in the dictionary. Then have students use their word in a sentence.

Possible Answers: **receptor**—class definition: to receive again; dictionary definition: to receive again. **SAME** definition: the class had to relocate after a leak sprang in the radiator. **megaphone**—class definition: great sound; dictionary definition: a cone-shaped instrument that increases volume of one's voice. The performer used a megaphone so that everybody in the concert hall could hear him.

ePresentation

Decoding

1	locate	locate	locate
2	locate	locate	locate
3	locate	locate	locate
4	locate	locate	locate

Decoding

1. Struggling daily and missing help are known as **difficult**.

2. When I take my dog on a walk, the other dogs on the neighborhood begin a **complaint** of barking.

New Product!



Versatile, Individualized, Data-Powered Instruction

McGraw Hill Rise™ is a new ELA and Mathematics **supplemental solution with embedded assessment and personalization** to help teachers identify individual learning gaps for each student. Curated from McGraw Hill's proven content, Rise is available through our single sign-on and is powered by the SmartBook® 2.0 adaptive learning engine.

Versatile

Rise content can be configured specifically for each student's learning journey. With 1,100 learning objectives curated from McGraw Hill's classroom-proven content, it delivers instruction that:

- Closes learning gaps.
- Supports grade-level learning.
- Provides accelerated instruction options.

Rise's recharge feature allows for asynchronous reinforcement of topics, allowing students to reach mastery of core ELA and math learning objectives at their own pace. Offline access is available with our ReadAnywhere app. Students can download and complete their Rise assignments, making learning available anytime, anywhere. Whether you're teaching remote, in the classroom, or a blend of the two, Rise provides the versatility you need.



Individualized

Rise gives students the ability to architect their own learning pathways. As content is presented, they can choose to learn more or move on to another topic, based on their proficiency with the material. As students answer questions, Rise immediately provides feedback, which includes scaffolded support and access to additional learning resources when needed.



www.mheducation.com.sg/rise



Smartbook 2.0, an integral component of Rise, collects data to identify learning gaps and then focuses the student's learning on the concepts and questions needed to raise understanding. Teachers can use Smartbook 2.0 to create student assignments and monitor student progress in real time. Students can also monitor their progress, which gives them the ability to view the objectives they've learned and identify where they need reinforcement. Smartbook 2.0 remediation also uses on-time assignment completion as a factor in determining students' grades. With Rise, students receive individualized instruction and the tools to take charge of their learning.



Data-Powered

Based on extensive research by McGraw Hill's learning scientists and technologists, SmartBook 2.0 features enhanced algorithms that enable it to adapt to the individual needs of each learner. This adaptive technology is built upon advanced learning science principles that make Rise particularly effective at pinpointing and resolving knowledge gaps, while also increasing learning efficiency by moving knowledge into long-term memory more quickly.

Five concept rotation for intentional focus



Multiple questions for solidified understanding

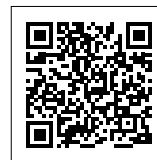


Spaced practice to strengthen overall concept retention



With Rise, teachers will have access to actionable data from customized student reporting dashboards and receive real-time feedback on metacognition of students' confidence, overall class performance, and specific individual's performance as students progress toward content mastery.



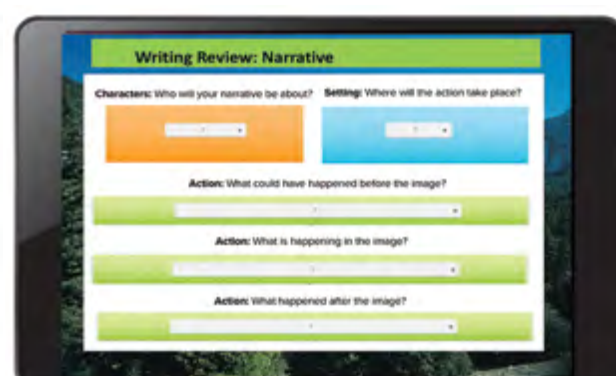
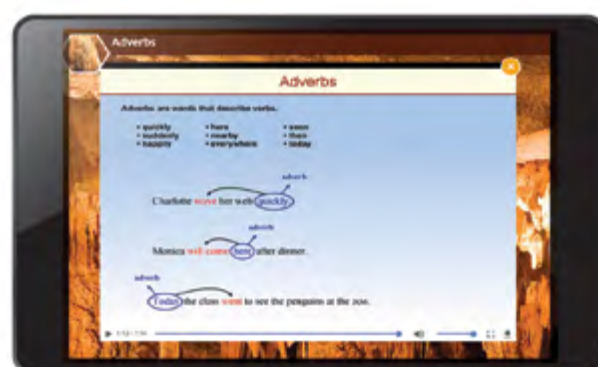


Try The RedBird Digital Walkthrough

Accelerated Learning. Close Gaps. Build A Strong Writing Foundation For Every Student.

Redbird Language Arts & Writing® leverages a student-centered personalized learning model to get students writing more. It offers immediate, error-specific feedback so students can continuously revise, improve, and strengthen their foundational writing skills without requiring teachers to grade more.

- **Instruction is personalized:** Moves beyond simple assessment and practice to offer individualized instruction at the level where students are ready to learn
- **Learning is accelerated:** Integrates groundbreaking writing analysis technology, allowing students to receive immediate, error-specific feedback on sentence and paragraph compositions
- **Educators are empowered:** Frees educators from basic grammar and simple mechanics instruction, which enables deeper and more complex conversations about style, voice, and meaning, truly boosting student writing skills





SRA Reading Laboratory® a proven supplemental leveled reading program motivates students through self-guided, cross-curricular selections. By providing a range of reading levels and personalized instruction, SRA Reading Laboratory® can help you meet the need of all students at any grade level while encouraging them to learn at their own pace.

Trusted Reading Success

- 60+ years of improving reading scores
- Now utilizes Lexile measures for progress monitoring
- Builds comprehension, vocabulary, fluency, word analysis, and independent study skills

Flexible Personalized Learning for Your Classroom

- Supports learning for early finishers, extra time gaps, stations, and independent reading time
- Makes it easy to manage an entire classroom of students at different reading levels
- 50/50 fiction and non-fiction content across content areas to support reading to learn

Confident, Independent Readers

- Content made approachable through short readings
- Empowers students to monitor their own progress and partner with the teacher to determine readiness to move on to the next color-coded reading
- Provides a sense of accomplishment when finishing and moving on to the next color

*Use this color-coded chart to identify the SRA Reading Laboratory® most appropriate for each student's needs.

	Purple (Emergent Reader)	Violet (Emergent Reader)	Rose 1.2	Red 1.4	Orange 1.6	Gold 1.8	Brown 2.0	Tan 2.2	Light 2.4	Green 2.6	Olive 2.8	Aqua 3.0	Blue 3.5	Purple 4.0	Violet 4.5	Rose 5.0	Red 5.5	Orange 6.0	Gold 7.0	Brown 8.0	Tan 9.0	Light 10.0	Green 11.0	Purple 12.0
Lexile® Measure	N/A	N/A	190-240	240-290	290-340	340-390	390-440	440-490	490-540	540-590	590-640	640-690	690-740	740-790	790-840	840-890	890-940	940-1020	1020-1100	1100-1150	N/A	N/A	N/A	N/A
Grades 1-3																								
SRA Reading Laboratory® 1a	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1b			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1c				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 4-8																								
SRA Reading Laboratory® 2a				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 2b				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Grades 7-12																								
SRA Reading Laboratory® 3a				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 3b				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

SRA Reading Laboratory® 1a, 1b, 1c, 2a, and 2b are ©2020. SRA Reading Laboratory® 3a and 3b are ©2006



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[View ISBN List on page 126](#)

Grades 1–3

Research shows that SRA Reading Laboratory® help young students independently build reading comprehension skills

- Offers high-interest, cross-curricular reading selections and skill builders
- Includes fiction and nonfiction passages in history, sports, science and technology
- Features cards with reading selection, highlighted vocabulary, selfscoring and word study



Grades 4–6

SRA Reading Laboratory® builds comprehension skills and fluency through reading selections in a range of topics.

- Reinforces comprehension, phonics, grammar and word study skills
- Differentiates student learning in classrooms
- Builds strong reading and comprehension skills



Grades 7–Adult

SRA Reading Laboratory® 3a and 3b, build the reading skills of middle school and high school students

- Offers age-appropriate, engaging reading selections
- Develops vocabulary and reading comprehension skills
- Allows students to progress at their own pace



Components



Teacher's Handbook

The Teacher's Handbook provides a program overview and teaching plans to use SRA Reading Laboratory® to maximum advantage. The References and Resources section provides detailed, level-specific information about program selections, skills, and procedures for easy planning.

Starting Level Guide

Students place into the appropriate color level with aligned Lexile® range using the Starting Level Guide found in the Teacher's Handbook.

Student Record Books

Student Record Books help learners independently chart their progress in an organized manner. Learners use their individual books to record their answers, correct their work, and track their scores, promoting student accountability and ownership. Each book also contains the Starter Stories used to place each learner at the appropriate level. The Student Record Books are available to order via Create, it is not included in the box set.

Power Builders and Key Cards

Power Builders are the heart of the program. Each SRA Reading Laboratory® has more than 100 Power Builders—four-page booklets arranged in color-coded levels that keep students challenged as they progress through the program. Each Power Builder has three key parts:

- A high-interest fiction or nonfiction reading selection with accompanying photos or illustrations.
- A Comprehension section that poses multi-leveled questions about the reading selection.
- A Learn About Words section that includes vocabulary and wordstudy exercises.



Rate Builders and Key Cards

These short, timed readings improve fluency by helping students read faster while maintaining comprehension. Students are given three minutes to read a selection and answer the questions that follow. Rate Builders are organized into color-coded levels corresponding to Power Builder levels that gradually increase in reading skill level.

Available in *SRA Reading Laboratory*® 2 and 3 series only.

Skill Builders and Key Cards

Skill Builders reinforce in basic comprehension, phonics, grammar, and word study skills. Students are directed to the Skill Builders to strengthen specific skills based on answers to the Power Builders.

Available in *SRA Reading Laboratory*® 2 and 3 series only.



Sample Pages

Power Builder

Learn about Words (continued)

Read the words you write. Which one best fits in each sentence? Write the word.

- _____ the wagon wheel spoke?
- _____ made by cutting a round piece of wood.
- I wonder _____ going to figure out how old this wheel is?
- My father said _____ not old enough to remember the first car.
- _____ the spot where I left my bag.

Focus on Skills

Read each group of words. Choose a word from the box that goes with each group.

new	grapes	fruit	season	fruit
1. prime	car	summer	orange	
2. berry	grass	autumn	pear	
3. bush	grain	spring	apple	
4. apple	know	winter	peaches	
5. _____	_____	_____	_____	_____

Wheels

Have you ever ridden on a Ferris wheel at an amusement park? The Ferris wheel is a ride in the shape of a giant wheel. You can find wheels everywhere. They are on cars and trains. Where else do you see wheels?

Some people consider the wheel to be the most important invention. People think the wheel was invented for thousands of years ago, but we still know very much about the early history of the wheel.

Before people invented the wheel, they had to carry things in baskets. Sometimes they would pull things on sled-like objects. That was hard work.

We don't know when people first used the wheel, but we know it was a useful idea. People started using wheels in many ways. They used wheels for carrying things, for making things, and for many other things.

The Romans knew how to use wheels. They put them on their chariots. They used them for carrying things, for making things, and for many other things.

Think how different our lives would be if we didn't have wheels. We would not have cars, buses, or trucks. We would not have planes, ships, or boats. We would not have many of the things we use every day.

How many wheels are on a school bus? How many wheels are on a train? How many wheels are on a car? How many wheels are on a bicycle?

Write about Skills

Read each question. Write a or b.

- What is this article mostly about?
 - the history of wheels
 - the uses of wheels
- Why did the Romans use wheels?
 - to carry things
 - to make things
- Why do we use wheels today?
 - to carry things
 - to make things
- What is the main idea of this article?
 - Wheels are important.
 - Wheels are used in many ways.

Write about Skills

Read each question. Write a or b.

- What is this article mostly about?
 - the history of wheels
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 - to carry things
 - to make things
- Why do we use wheels today?
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- What is the main idea of this article?
 - Wheels are important.
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SRA Reading Laboratory® 1a

Learn about Words (continued)

Read the words you write. Which one best fits in each sentence? Write the word.

- This fish's _____ is as small as a sunflower seed.
- It takes a lot of _____ for a deer to leap over a tall fence.
- The duck uses its yellow _____ to sip water.
- If you _____ from your basket, a squirrel might eat them later.
- The black bear _____ begin to prepare for hibernation in autumn.

Focus on Skills

Word pictures help you see things more clearly. They tell you more about a story. Choose the sentence that gives a better picture. Write a or b.

- a. The squirrel gathered leaves and twigs for its nest.
 - I saw two deer today.
 - I spotted two deer this morning.
- a. The black bear snuggled in his warm den.
 - The black bear slept in his den.
 - The chipmunk scurried through the grass.
- a. The chipmunk ran through the grass.
 - The woods are full of wild animals.
 - The woods are full of animals.

Animals in the Woods

Do you know who lives in the woods? Animals! Many different creatures have homes in the woods.

The black bear makes its home in the woods. It makes a den in a hollow log or a cave. The bear sleeps for several months in winter.

Deer live in the woods too. They can find lots of green plants, twigs, and acorns to eat. The mother deer looks for food. She takes her baby on the shady ground. The spots on the baby help it hide.

Squirrels make sturdy nests in the woods. Squirrels pack their nests with sticks and leaves.

Chipmunks make homes in the woods. Some chipmunks dig tunnels in the ground. The tunnels lead to sleeping rooms. The tunnels also lead to rooms for keeping food.

Who else has a home in the woods?

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Who else has a home in the woods?

Write about Skills

Read each question. Write a or b.

- What is this article mostly about?
 - Animals that live in the woods
 - Animals that live in the woods
- Why do the black bears make a den?
 - To sleep for the winter.
 - To hide from predators.
- Why do deer live in the woods?
 - Black bears also live there.
 - They can find plenty of plants, twigs, and acorns to eat.
- Why do squirrels use twigs and leaves when building their nests?
 - These can be found easily in the woods.
 - Black bears also live there.
- How do chipmunks use tunnels?
 - To go from one room to another.
 - To sleep and to store food.

Write about Skills

Look at each row of letters. Add one letter or group of letters from each row to fill in the word. Write the word.

1. h, m, n, p, t	2. h, i, j, k
3. k, p, q, r	4. l, m, n, p, t

SRA Reading Laboratory® 1c



www.mheducation.com.sg/sra-reading-laboratory

Sample Pages

Teacher's Handbook

Recommended Schedule and Teaching Plans

Developing a schedule for teaching this book is an important step in the implementation of the SRA Reading Laboratory. The schedule should be developed in consultation with the principal and other staff members. The following information is provided to assist in the development of a schedule.

The following information is provided to assist in the development of a schedule.

The following information is provided to assist in the development of a schedule.

Student Placement: Starter Stories

Summary: This section provides information on the placement of students in the Starter Stories. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for placing students in the Starter Stories. It includes a table showing the recommended placement for each grade level.

References and Resources

APPENDIX A: Resources to Frequently Asked Questions

What should I do if my child is having difficulty with the book?

What should I do if my child is having difficulty with the book?

What should I do if my child is having difficulty with the book?

Appendix B

What about competitive and creative?

What about competitive and creative?

What about competitive and creative?

Reading Laboratory Introduction

Summary: This section provides information on the Reading Laboratory. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Reading Laboratory. It includes a table showing the recommended placement for each grade level.

Home Connection Letter

Summary: This section provides information on the Home Connection Letter. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Home Connection Letter. It includes a table showing the recommended placement for each grade level.

Home Connection Letter

Summary: This section provides information on the Home Connection Letter. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Home Connection Letter. It includes a table showing the recommended placement for each grade level.

Starter 1-Gold

Summary: This section provides information on the Starter 1-Gold. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Starter 1-Gold. It includes a table showing the recommended placement for each grade level.

Students Recordbook

Letter to Parents

Summary: This section provides information on the Letter to Parents. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Letter to Parents. It includes a table showing the recommended placement for each grade level.

Starting Guided Goals for SRA Reading Laboratory

Summary: This section provides information on the Starting Guided Goals for SRA Reading Laboratory. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Starting Guided Goals for SRA Reading Laboratory. It includes a table showing the recommended placement for each grade level.

Story A

Summary: This section provides information on the Story A. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Story A. It includes a table showing the recommended placement for each grade level.

Story B

Summary: This section provides information on the Story B. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Story B. It includes a table showing the recommended placement for each grade level.

Use SQR to get the most from Power Builders--and from all your reading material

Survey

Question

Read

Power Builder Series

Whale Hunt

Summary: This section provides information on the Power Builder Series. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Power Builder Series. It includes a table showing the recommended placement for each grade level.

Using SQR with Your Textbooks

Summary: This section provides information on the Using SQR with Your Textbooks. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Using SQR with Your Textbooks. It includes a table showing the recommended placement for each grade level.

Power Builder Checklist

Summary: This section provides information on the Power Builder Checklist. It includes a table showing the recommended placement for each grade level.

Procedures: This section provides information on the procedures for the Power Builder Checklist. It includes a table showing the recommended placement for each grade level.



Engage, Invigorate and Empower Struggling Readers

Fusion Reading is a comprehensive reading intervention program designed to engage students with relevant topics; invigorate students with successful reading strategies; and empower students with confidence in their reading skills.

- Provides an engaging library of novels from the Bluford High Series and the Jamestown Education Series
- Emphasizes timed-reading activities
- Presents 10 online professional development modules for instructor training
- Offers online learning center linked to the University of Kansas Center of Research on Learning



Fusion Reading Novel Library

From Bluford High Series

- Summer of Secrets, 710L
- Brothers in Arms, 610L
- Secrets in the Shadows, HL750L
- Lost and Found, 760L
- The Bully, 700L
- Blood is Thicker, 730L
- The Gun, 730L
- Until We Meet Again, HL740L
- Call of the Wild, 990L
- Great Stories of Suspense and Adventure, 880L
- Coach Carter, 650L
- We Beat the Street, 860L



Supplemental Classroom Library

Jamestown Education Series; 69 non-fiction books available only online

- The Outer Edge series (6 books—reading levels 2–4)
- The Wild Side series (9 books—reading levels 4–6)
- Critical Reading series (12 books—reading levels 6–8)
- Above and Beyond series (4 books—reading levels 8–10)
- Timed Reading Plus in Math (5 books—reading levels 4–13+)
- Timed Reading Plus in Social Studies (10 books—reading levels 4–13+)
- Timed Reading Plus in Science (10 books—reading levels 4–13+)
- Timed Reading Plus in Literature (10 books—reading levels 4–13+)



<p>How to do Thinking Reading While Forecasting Strategies</p> <p>What is "Forecasting"?</p> <ul style="list-style-type: none"> • Forecasting is a demonstration of the expert reading strategies that students will learn in Future Reading. • It is done without naming or explicitly explaining the strategies being demonstrated. <p>When do you do it?</p> <ul style="list-style-type: none"> • You forecast answers during the "teacher half" portion of Thinking Reading in other words, while 10-12 read aloud sections of the class meet to discuss. • You do it prior to providing explicit instruction (the strategy). <p>What does it look like?</p> <ul style="list-style-type: none"> • See example dialogue below. <p>Teacher-Led Reading</p> <p>"Today we will begin reading the novel, <i>Crash Course</i>.</p> <p>Forecasting: Checking for Clues</p> <p>"The title of the cover of this book, I read a real meaning, a clue, telling something or what kinds a genre/story and has the best or a prediction."</p> <p>"Now I read what is written on the back of the book."</p> <p><i>(Students read aloud and we find out more.)</i></p> <p>Forecasting: Making a Prediction</p> <p>"Based on the title, the pictures, and the writing on the back of the book, I think this book is going to be about a high school basketball coach who is really mad on the players."</p> <p>"I am now going to turn to Chapter 1 and begin reading." (Read one book, a reader read this.)</p> <p>Forecasting: Processing Unknown Words</p> <p>"Here, I am stuck on how to say this word. Let's see, there are some parts of the word I can use, 'teacher' and 'player'. So, that helped. The word is misophonia. I said both as part against this sentence." (Read one book, a reader read this and the others on the sheet before the finished word in the Forecasting/High School game.)</p> <p><i>(Students anticipate to read through page 7. "What did you find interesting? Do you like it? "We like your word. We like about what you said about it.")</i></p>	<p>Introducing Vocabulary for the First Time</p> <p>1. Introduce jargon actively.</p> <p>"One of the things we're going to be doing is to learn Reading is developing a strong vocabulary. Before we begin to do this, however, let's get out of the seats so you can fully learn. I want to have different areas."</p> <p>2. Have students create posters with vocabulary words.</p> <ul style="list-style-type: none"> • Divide class into four groups. • Assign each group one of the following subject areas: math, social studies, science, or language arts. • Ask students to individually list all the words they know that relate to their assigned subject area. For example, all students assigned to the math group should write down words that relate to math. • Provide about 5 minutes for the students to create individual word lists. • After students have composed individual lists, have them meet with the rest of their group and combine their individual lists into one master list. • Provide each group with poster board, markers, and colored pencils to create a high quality group listing of all the words they know about that particular subject area. If you wish, provide students with magazines to cut up and illustrate their posters. • Display all posters on the wall in room classrooms. <p>3. Have students place stickers on the posters where they know the most vocabulary words.</p> <ul style="list-style-type: none"> • Give each student four stickers. • Instruct students to place stickers on the poster or posters where they know the greatest number of words. (For example, if a student lists the letters the words on each list equally well, she should place one sticker on each list. However, if a student lists the study only knows the words on one list, all stickers should be placed on that poster. Students should simply decide their stickers among the posters based upon which list contains the most words that they know.) • Based upon the number of stickers on each poster, summarize where the most words were found and the most vocabulary words. • Explain that each one of the posters in Reading, students will add new words to each poster as they learn them.
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Expanding and Refining the Vocabulary Process

1. Explain and model Step 1: write the word.
The first step of the vocabulary process is to write the word. To do this, you will use the index card I gave you, and you will write each new word at the end of a page. You will continue adding the words again.

Let me show you how to do this step using the word "synopsis":
(Displays the index synopsis of a novel.)

"I open my index card and at the top of it, I write the word, making sure that I spell it correctly."

"Then, 'synopsis' after the word 'word.' Explain that when students select the personal story they need to write on the words that are already written on the wordcard."

2. Explain and model Step 2: pronounce the word.
The second step of the process is to pronounce the word. For each word we learn, I will say the word several times, and then all of you say it together as a group.

You pronounce the word and write in lowercase letters. Then again, group-fits, group-fits. Now you say it three times."

(Students repeat the word directions.)

3. Explain and model Step 3: look for clues to the word's meaning.
Introducing the clue

"The third step of the process is to look for clues to the word's meaning. We will do this with a portion of the word card that is a sentence, you will check the "context" surrounding the word. That means you will check the word in the sentence and surrounding sentences to see if you can figure out what the word means. In addition, you will analyze the word's text, roots, and suffix."

(Students will share related to roots, prefixes and suffixes.)

Explain prefixes, suffixes, & roots

"Most words are built words to which prefixes and suffixes are attached. When there are root words there will often other words grow. Prefixes are placed to the beginning of root words, suffixes are attached to the end of root words. Both prefixes and suffixes have word meanings, and when they are a root word, change the meaning of that word. Let's take a look at these roots and see how this works."

(Students do a list of the week, three to five words to students' comprehension then do an exit ticket.)

Example sentence:
"The misleading promise given by the deceptive gambler indicated that the probable probability for..."

FOCUS/Reading **Emailed the Course 267**

Task	Measures	Behaviors	Responses
(7) An Experiment	a. Conduct the following experiment: 1. Set out four clear containers one partially filled with cranberry juice, one partially filled with bleach, one partially filled with water, and one that is empty. 2. Explain that you will now compare the three containers containing liquid. 3. Before doing so, ask the class, "What do you think will happen to the color of the liquid when the happens?" 4. Compare the contents of the three containers with the empty container. After a short period of time, the liquid should become clear in each.	b. Explain that the results of this experiment suggest what happens with reading: identifying common differences, making strategies, understanding the meaning of articles but doesn't cheat.	c. Comparison of cranberry juice d. Comparison of Bleach e. Comparison of water f. Empty container
(8) Benefits of Being an Expert Reader	a. Read the article How Middle School I Learned to Read? Once you are finished, ask students the following questions: 1. How did learning to read affect Middle School's life? 2. What impact did it have on her career? 3. What kind of career do you think KCU might want to hire her for? 4. What impact do you think reading will have on your going to learn that career?	b. Analyze the text P&W's reading with strategy, and evaluate. Help students understand the information on the charts. The Focus-Reading is student goals by explaining that the program will increase their reading abilities and thus enable them to achieve their hopes, dreams, and goals.	c. How Middle School I Learned to Read?P d. Does Education Matter? PEP e. Does Education Impact Salary?PEP

Time	Focus	Activity	Materials
15-20 min	Wrap-up	<p>A Give each student an index card. Ask students to write down emergency contact information (i.e., student name, parent/guardian name, address, phone number). Collect the cards.</p> <p>B Invite that over the next few days, students will discuss some general procedures for the classroom. Explain that the reason for having these procedures is to establish a positive and safe learning environment for all students.</p> <p>C Distribute the first page of the completed Classroom Procedures.</p> <p>D Distribute the Classroom Procedures Outline to students. Ask students to write their names on the top of the first page.</p> <p>E Describe the "Ending-Ending Class" classroom procedure: "When students sit at this procedure on their short outlines, fill in the procedure on their short outlines. Once students share they will return materials."</p> <p>F Call on a student to recite the end-of-class procedure.</p> <p>G Collect all student outlines. Save for the next class.</p> <p>H Instruct all students to do the end-of-class procedure by cleaning up around their desks, collecting possessions, and waiting for guests to dismiss them.</p>	<p>— Index Cards</p> <p>— Classroom Procedures Outline PDF</p> <p>— Classroom Procedures PDF</p> <p>— Photos of individual classroom procedures for displaying in the room</p>

Notes:

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Establish the Classroom 18



Experience the success.

**Accelerate student achievement in:
Reading • Math • Language Arts**

What is Direct Instruction?

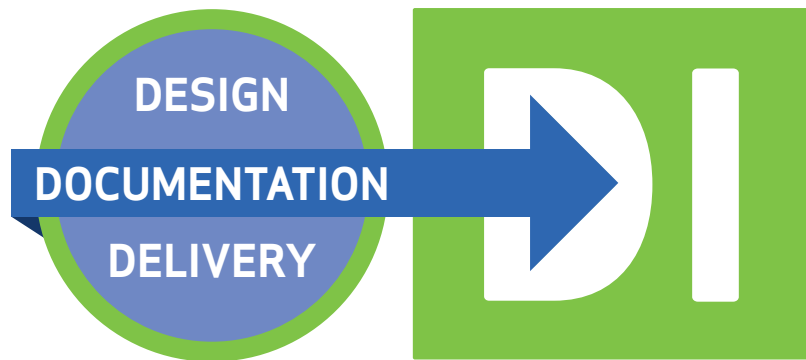
Direct Instruction is a teaching method extensively tested and proven to turn all students into confident learners including at-risk, ESL, special education, and on grade level students. Direct Instruction gives schools a clear path to achieving and even surpassing Adequate Yearly Progress (AYP).

The Direct Instruction method is based on two core principles:

1. **All students can learn** when taught correctly, regardless of past history and background.
2. **All teachers can be successful**, given effective teaching materials and presentation techniques.

Every aspect of a Direct Instruction program is designed, tested, and proven to fulfill these essential principles. Lessons are:

- **Explicit**, with purposeful instruction designed to develop skilled and confident learners.
- **Intensive**, allowing teachers to cover more than a year's worth of material in a single year.
- **Consistent**, allowing students to focus on the material they are learning.
- **Interactive**, with quick pacing and group responses that keep all students engaged.



Three Keys to Direct Instruction

Design

Carefully designed programs support students and keep them on track with purposeful instruction that:

- Breaks concepts down to build the pre-skills and prior knowledge that ensure continual progress.
- Models skills and steps so that students know how to approach complex tasks.
- Assesses progress continuously to keep all students on track.



www.mheducation.com.sg/direct-instruction/programs

Delivery

Proper delivery allows lessons to flow smoothly and teachers to respond immediately to students' needs. After grouping students with program-specific placement tests, Direct Instruction teachers ensure student success by:

- Following scripted lessons to deliver instruction consistently.
- Using clear, concise language so students grasp concepts the first time they are taught.
- Using quick pacing and group responses to keep all students engaged.
- Implementing planned correction procedures to prevent errors from becoming habits.
- Providing positive reinforcement to motivate students and keep them engaged.

Documentation

Direct Instruction works. Nearly 50 years of research validates the efficacy of this approach for all types of students in various settings.

Our List Of Direct Instruction Titles

SRA Early Interventions in Reading is designed to work comfortably with your core reading program, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations.

Reading Mastery Transformation, an evidence-based program, proven to raise reading performance for a wide range of students. Is able to explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills.

Language for Learning/Thinking/Writing provides intensive direct instruction-based intervention for grade three through adult students who are reading below grade level. High-Performance Writing provides instruction for the skills addressed in state standards, and the program provides plenty of practice to give students the confidence and skills they need to excel on standardized tests.

Corrective Reading provides educators with the tools to help close the achievement gap by addressing secondary student deficiencies with decoding and comprehension.

Expressive Writing is an easy-to-use approach to teaching the basics of good writing and focuses on the writing and the editing of basic sentences, paragraphs, and stories.

Essentials for Writing is systematic, explicit instruction and daily writing assignments ensure that students focus and structure their thinking, as well as learn strategies for accomplishing specific types of writing tasks.

Read to Achieve offers two unique modules designed to equip adolescent readers with the comprehension skills and strategies they need to succeed in science, social studies, and English/literature classes.



Transform Struggling Readers into Skilled Readers

SRA Early Interventions in Reading provides early intensive support to prevent reading difficulties before patterns of failure are established. The program builds mastery through explicit instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

Key Features

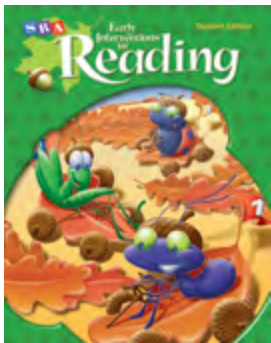
- Targets instruction for phonemic awareness, print concepts and decoding
- Saves you prep time with integrated technology
- Offers vocabulary and concept instruction
- Includes the SRA 2Inform program which collects and interprets student data

Benefits

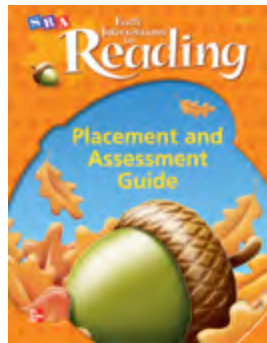
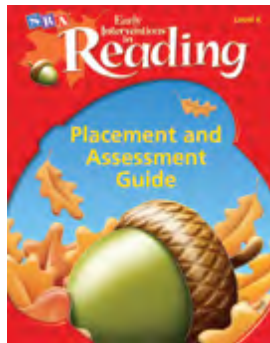
- Reading skills of at-risk students are positively affected.
- The gap between average performers and struggling readers is closed.
- Students sustain a higher level of achievement into Grade 2 and 3.
- 98% of students learned to read within the normal range for Grade 1 students.
- 99% of users were no longer at risk to fail reading after 1 year.

Key Component

Student Materials



Teacher Materials



New Edition!



Motivate, Transform, And Achieve Success For All Learners

Reading Mastery Transformations™, an evidence based Direct Instruction Program, is a comprehensive K–5 English Language Arts ELA solution proven to raise reading performance of a wide range of students, including special populations.

Educators use Reading Mastery to explicitly and systematically teach key foundational literacy skills and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills.

Content and materials give educators the power to change the course of all learners to prepare for a bright future and positive academic and social-emotional outcomes. Reading Mastery offers innovative and efficient content while staying true to a research-proven model.



Mastery Learning Through Engaging Content



Foundational Skills

Delivers explicit decoding instruction so that learners become accurate and fluent readers.



Vocabulary

Intentional, explicit vocabulary instruction enriches background knowledge.



Comprehension

Updated informational and narrative selections provide opportunities to communicate key ideas, cite text.



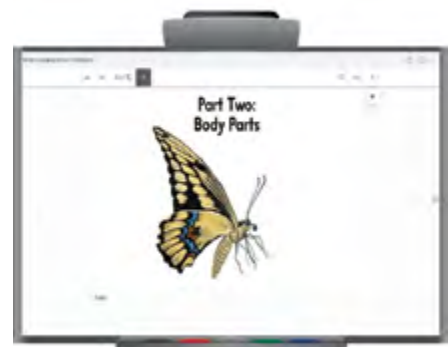
Writing

Robust, explicit writing instruction builds verbal and written communication skills.



Discussion

Strengthened higher-order comprehension instruction intentionally engages learners, allowing them to access, discuss, and think critically about texts.



www.mheducation.com.sg/direct-instruction/programs

Delivery Model

Reading Mastery instruction can be delivered to all learners in a variety of settings.



Small group intervention or special education settings



Whole-class or school-wide settings

GRADES	FOCUS	OUTCOMES
K and 1	<ul style="list-style-type: none"> Identify and write letters Phonics and phonemic awareness. Expand oral language. Decode words and read text. Spell decodable words. Write basic sentences and punctuations. Build vocabulary. Engage in collaborative discussions. Read narrative and informational text. 	<ul style="list-style-type: none"> Read earlier Learn and use 100's of vocabulary words. Decode 175 word text in grade K. Decode 400 word text in grade 1. Write basic opinion, informational, and narrative pieces. Participate in and comprehend discussions.
2 and 3	<ul style="list-style-type: none"> Decode multisyllabic words. Recognize, spell, and gain meaning of words with prefixes and suffixes. Read narrative and informational text. Write narrative, opinion, and informative pieces. Learn and understand story structure. Determine story structural elements. Master comprehension skills including compare contrast, character development, inference, cause/effect, sequencing, connections, and point of view. Participate in shared research projects. 	<ul style="list-style-type: none"> Read fluently and accurately Learn and use over 400 vocabulary words per level. Produce opinion, narrative, and informative writing pieces that includes topic, main ideas, and conclusions supported with facts, reasons, and details Read and describe relationship between historical events and scientific concepts as well as read several selections by the same author to compare literary elements. Read and recount various narrative text including fables, folktales, and poetry, and compare main points on multiple informational texts on the same topic.
4 and 5	<ul style="list-style-type: none"> Read and understand a balance of narrative (realistic stories, poetry, short stories, myths, and plays) and information text (biography, science, history). Master comprehension skills including comparing accounts, theme, explicit statements, main idea and supporting detail, point of view, relevant information, contradictions, analyzing multiple accounts. Write collaboratively in groups. Participate in shared research projects. 	<ul style="list-style-type: none"> Learn and use over 800 vocabulary words per level. Read from an expansive collection of narrative texts from authors like Langston Hughes and Gary Soto as well as informational texts of historical or scientific nature. Using high-quality, increasingly challenging narrative and informational texts, students make connections among ideas and between texts and consider a wide range of textual evidence.

Key Component

STUDENT EXPERIENCE

Reading Textbook (Grade K to 5)



Reading Workbook (Grade K to 5)



Language Arts Workbook (Grade K to 5)



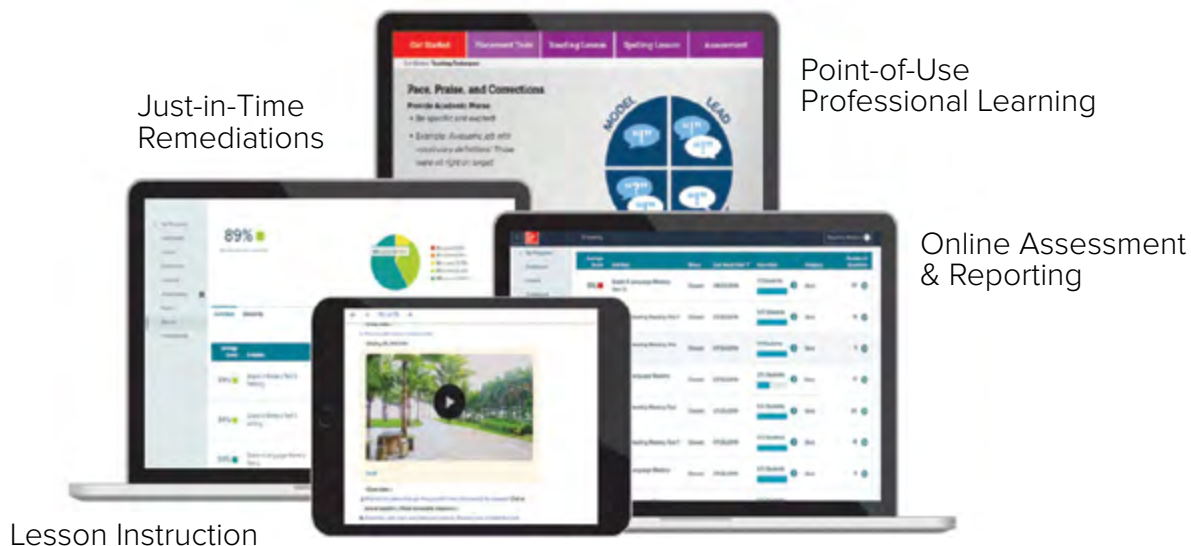
Language Arts Textbook (Grade 2 to 5)

Spelling Workbook (Grade 2 to 5)

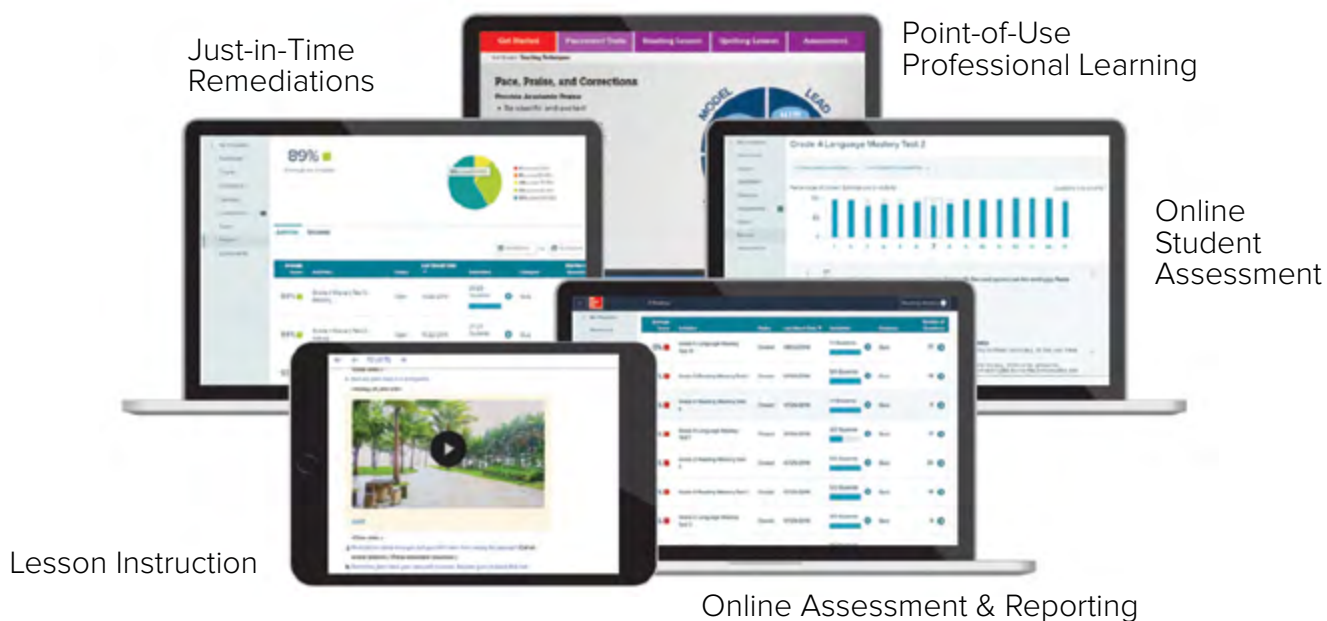


TEACHERS EXPERIENCE

Grade K to 2



For Grade 3 to 5



Digital Information

Transform Teaching Through A Robust Teaching Experience

- Integrated reading, language arts, and spelling instruction
- Point-of-use professional learning
- Online assessment and reporting
- Just-in-time remediations



Motivate Learning With Engaging Student Materials

Engaging narrative and informational text builds key foundational skills and supports learners' reading earlier and more often.

- Textbooks for ELA
- Workbooks for ELA
- Spelling Workbook (Grades 2-5)



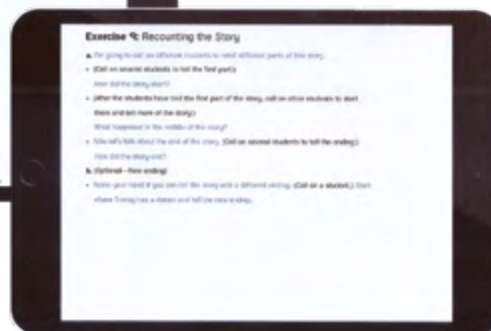
Sample Pages

READING STRAND

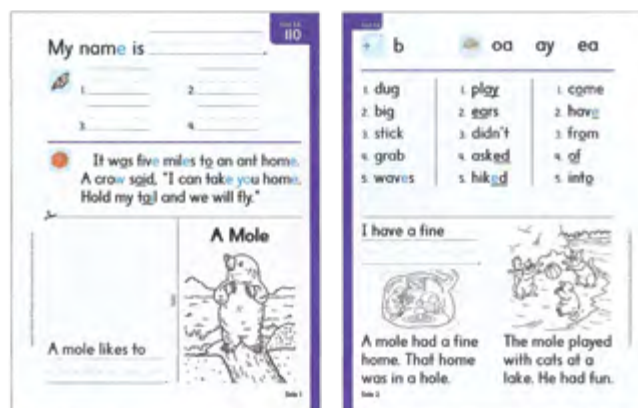


Teacher Experience

Grade K



Teacher Experience
Grade 3

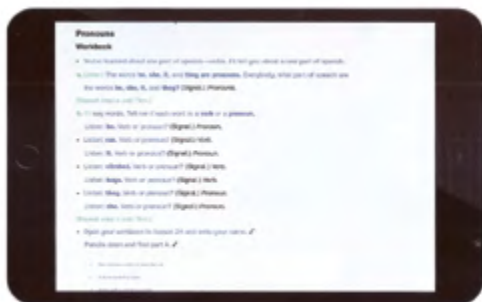


Student Assessment
Grade K

LANGUAGE ARTS STRAND



Teacher Experience *Grade K*



Teacher Experience *Grade 3*



Student Workbook *Grade K*



Student Workbook *Grade 3*



Student Assessment *Grade K*



Student Textbook *Grade 3*



True ELL Program Based on a Student's Language Ability Not Grade Level

Achieve the Basic Vocabulary and Concepts Students Need to be Successful in School

Language for Learning helps beginning and early intermediate English Language Learners in elementary grades achieve functional spoken English. Students learn the words, concepts and statements important to both oral and written language.

Key Features

- Carefully organised sequences of daily exercises provide varied and thorough instruction
- Detailed and easy-to-follow Teacher Materials maximise instructional time with students
- Additional resources such as picture cards, skills folders and support for ESL students
- Comprehensive tools for performance management, tracking and assessment promote consistent achievement for all students
- A Fast Cycle option allows advanced students to move through the program at an accelerated rate
- Teaching Tutor CD-ROM provides ongoing support for teachers
- Practice software offers engaging, interactive reviews to help students master key skills

Key Component Summary

• **Workbook**

• **Teacher Materials:**

Spiral-bound Presentation Books (4); Teacher's Guide; Answer Key; Behavioral Objectives Book; Skills Profile Folder; Picture Book for Assessment.

• **Español to English Teacher Materials:**

Presentation Book and Teacher's Guide.



Sample Pages

Teacher's Guide

[illegible]

EXERCISE 4 Classification—Clothing







1. We're going to talk about clothing.

- Point to *aj*. This is not clothing.
- Point to *aj*. This is clothing.
- Point to *aj*. This is clothing.
- Point to *aj*. This is not clothing.
- Point to *aj*. This is not clothing.
- Point to *aj*. This is clothing.

2. Get ready to tell me which objects are clothing.

Point to each object, and say: Is this clothing? (Search. Children are to answer yes or no.)

3. Now let's look at some more clothing. (Turn the page quickly.)

CORRECTIONS

EXERCISE 4

1. Error: Children name the object.


Correction:


- You're right. It is a piece of apparel, but it's not clothing.
- Good!
- You're right. It is a piece of apparel, but it's not clothing.
- Good!
- You're right. It is a piece of apparel, but it's not clothing.
- Good!

Workbook


Lesson 75

Name _____






Points to the whole pencil. "What do I see?" "Name the parts of the pencil."



"Show me a smaller than me snake." "What color is it?" "Show them one a smaller than is long."



"Show me a dog that is not big." "What did you do to see the dog?" "Show them one a dog that is not and."

Behavioral Objectives Book

LESSON 90

EXERCISE 1 Calendar

Look at the calendar.

- Will we go to take about today, tomorrow, and one week from today?
- Will we do the day of the week it is today?
- Get ready. (Signal.)
- Will we do the day of the week it will be tomorrow. Get ready. (Signal.)
- Will we do the day of the week it will be one week from today. Get ready. (Signal.)

(Signal step a until time.)

- Now the dates.
- Get today's date. Get ready. (Signal.)
- Get us tomorrow's date. Get ready. (Signal.)
- Will we do the date it will be one week from today. Get ready. (Signal.)
- Get tomorrow's date. Get ready. (Signal.)
- Get us one week from today. Get ready. (Signal.)

(Signal step a until time.)

EXERCISE 2 Retelling

I'll tell a story twice. Then I'll call on different children to tell parts of the story.

1. Listen to the story.

Fluffy had a fishing line tied to her tail. She wagged her tail when her mom came by the lake. A fish went after the line. Fluffy told her mother, "I know how to catch lots of fish."

Her mom didn't really think that Fluffy knew how to catch fish, but Fluffy came home that night in a truck. Her mom asked, "Why are you in a truck?" Fluffy said, "Go look in the back of the truck and you will see." Fluffy's mom was shocked. The whole truck was filled with fish.

2. Listen to the story again. (Repeat the story.)

- Now we'll retell the story.
- Here's the first sentence in the story. Fluffy had a fishing line tied to her tail. Everybody, say that sentence. (Signal.) Fluffy had a fishing line tied to her tail.
- Start with this words. She wagged her tail when, and tell when she did that and what happened next. (Call on different children.) She wagged her tail when her mom came by the lake. A fish went after the line.)
- Did Fluffy's mom think Fluffy's plan would work? (Signal.)
- Did you tell what Fluffy came home with that night. (Call on a child.) Yes. Lots of fish in the back of the truck.)
- Let us tell the story one more time. Then you'll start with the sentence, Fluffy had a fishing line tied to her tail, and tell the whole story. You'll tell what she told her mother, what her mother thought Fluffy couldn't do, what she came home that night, and what her mother found when Fluffy arrived.
- Listen to the whole story again. Fluffy had a fishing line tied to her tail. She wagged her tail when her mom came by the lake. A fish went after the line. Fluffy told her mom, "I know how to catch lots of fish."
- Her mom didn't really think that Fluffy knew how to catch fish, but Fluffy came home that night in a truck. Her mom asked, "Why are you in a truck?" Fluffy said, "Go look in the back of the truck and you will see." Fluffy's mom was shocked. The whole truck was filled with fish.

Section Guides

91



Set the Stage for Reading Comprehension and Writing

Extend the Vocabulary, Background Knowledge, and Thinking Skills Introduced in Language for Learning

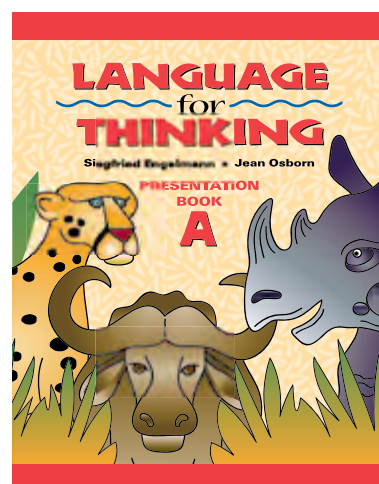
Language for Thinking builds on the concepts, vocabulary and statement patterns introduced in Language for Learning. Sequenced activities, vocabulary development, extensive practice, sequencing and retelling exercises, and inference activities set the stage for reading comprehension and the grammatical analysis of written language.

Key Features

- Carefully organised sequences of exercises that emphasise reasoning and critical thinking
- Exceptional vocabulary development and opportunities to use words and concepts embedded in sentences
- Placement test and program assessments ensure that children work on concepts appropriate for their ability
- Extensive practice with word usage makes coherent writing instinctive
- Sequencing and retelling exercises challenge students to remember important details and thoroughly understand what they read

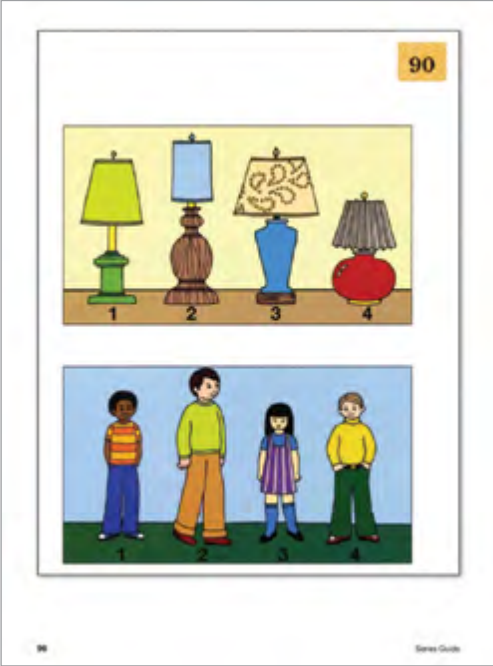
Key Component Summary

- **Student Picture Book**
- **Workbook**
- **Teacher Materials:**
Spiral-bound Presentation Books (3); Teacher's Guide; Answer Key; Behavioral Objectives Book; Skills Folder; and Student Picture Book and Workbook.
- **Mastery Test Package:**
Teacher Handbook with Blackline Masters and Picture Book.



Sample Pages

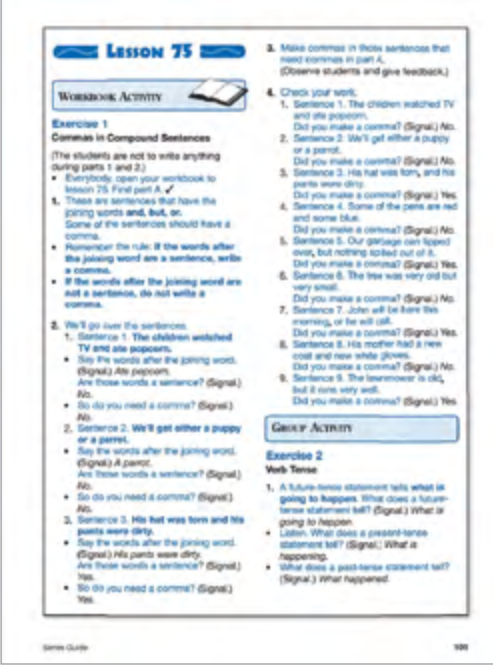
Student Picture Book

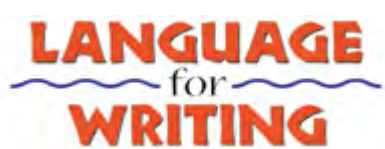


Workbook



Teacher's Guide





Systematic Practice in Expanding Writing Skills

Struggling Students Receive the Skill Sets to Write Willingly and Communicate Clearly

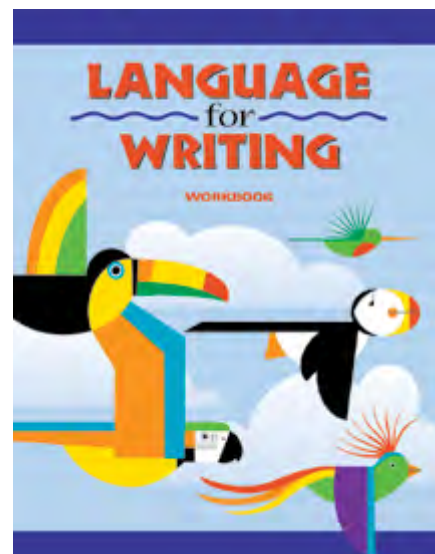
Language for Writing develops critical thinking, vocabulary and communication skills students need to achieve high content standards. Ongoing exercises show students how to write narratives, use specific words, make precise comparisons, summarize and proofread.

Key Features

- Explicit, straightforward lesson plans
- Small steps and appropriate scaffolding
- Carefully sequenced lessons allow students to move seamlessly from activity to activity and develop better writing
- Program assessments occur every 10 lessons

Key Component Summary

- **Student Workbook**
- **Student Textbook**
- **Teacher Materials:**
Spiral-bound Presentation Books (3); Teacher's Guide; Answer Key; Behavioral Objectives Book; Skills Folder; and Student Picture Book and Workbook.
- **Mastery Test Package:**
Teacher Handbook with Blackline Masters and Picture Book.



Sample Pages


Student Textbook

LESSON 75

A. Write general sentences.

1. José picked up his hat and his glove. Barbara picked up the balls. They walked over to the park where they met their friends. José and Barbara chose sides so that each side had nine players. Then they went onto the playing field.
Write a general sentence that summarizes what José and Barbara did.
2. Glen picked up the socks and pants that were on the floor and put them into the clothes basket. He made his bed. Then he picked up some paper bags and two paper plates. He took them to the kitchen and put them into the wastebasket under the sink.
Write a general sentence that summarizes what Glen did.

B. Write three or more sentences. Tell what happened before the dog ran out of the kitchen. Make the subject of each sentence the woman, the basket, or the dog. Then copy the sentences under the picture.



mopping
basket
floor
tipped
yelled

The dog ran out of the kitchen.

LESSON 75

Independent Work

C. Read the story. Then follow the instructions.

Last winter, Ted wanted to go sledding. But Ted did not have a sled. He was not very happy. Ted looked at the other boys sledding down the hill near his house.

Then Ted went home. "I will make a sled," he said. Ted found an old rocking chair. "This will make a good sled," he said. And it did make a good sled. Ted put the chair at the top of the hill and soon, down the hill he went.

All the other boys said, "Ted's sled is the best sled of all."

- a. Write **who** the story is about.
- b. Write **where** Ted put the old rocking chair.
- c. Write **when** the story took place.
- d. Write **why** Ted got an old rocking chair.

Student Workbook

Name _____

LESSON 75

A. If the words after the joining word are a sentence, write a comma.

1. The children watched TV and ate popcorn.
2. We'll get either a puppy or a parrot.
3. His hat was torn and his pants were dirty.
4. Some of the pens are red and some blue.
5. Our garbage can tipped over but nothing spilled out of it.
6. The tree was very old but very small.
7. John will be here this morning or he will call.
8. His mother had a new coat and new white gloves.
9. The harmonica is old but it runs very well.

B. Circle the right words for the statements.

1. I was baking bread.	past tense	present tense	future tense
2. I am baking bread.	past tense	present tense	future tense
3. I will bake bread.	past tense	present tense	future tense
4. The old car is going to run.	past tense	present tense	future tense
5. The old car will run.	past tense	present tense	future tense
6. The old car is running.	past tense	present tense	future tense
7. They are changing the tire.	past tense	present tense	future tense
8. They were changing the tire.	past tense	present tense	future tense

Name _____

LESSON 75

Independent Work

C. For each line, write a sentence with a comma.

1. Will you sing? Or will you dance?
2. I could see. But I couldn't hear.
3. Bob sat down. And he fell asleep.
4. The water was cold. And it was clear.

D. Correct each sentence. The number in front of each sentence tells how many corrections to make.

1. (4) my brother and i are going to take care of chen's dog
2. (5) it rained a lot in march april and may
3. (5) mike asked have you seen my belt anywhere
4. (5) daniel bob and jill have birthdays in november
5. (7) he asked do you want to go to the zoo on saturday
6. (2) take us to the baseball game
7. (3) where was the teacher on thursday afternoon
8. (5) it looks like rain tom said



Give Students the Specific Skills They Need to Meet or Exceed State Writing Standards

Get your students writing right away with **High-Performance Writing**, a comprehensive new resource that addresses the needs of all students, including special education and ESL students. High-Performance Writing provides instruction for the skills addressed in state standards, and the program provides plenty of practice to give students the confidence and skills they need to excel on standardized tests. Writing and revising strategies included in the program help students incorporate the six traits of effective writing.

Key Features

- Supports any core program with units that address writing modes frequently identified in curriculum frameworks
- Guides every step of the writing process by incorporating teacher modeling and collaborative writing into the teaching process
- Integrates the six traits of writing (plus presentation) in every unit

Benefits

- Detailed lesson plans include research-based instructional practices that are proven to teach better writing.
- Precise scoring rubrics provide clear guidelines for assessing student writing.
- Writing-on-demand practice prepares students for writing on high-stakes state and national tests.

Contents At-A-Glance

Level	PRACTICAL WRITING	DESCRIPTIVE WRITING	NARRATIVE WRITING	PERSUASIVE WRITING	EXPOSITORY WRITING	REPORT WRITING	WRITER'S GUIDE
Beginning Writing Grades 1–4	<ul style="list-style-type: none"> Letters: friendly, thank-you, invitation Directions 	<ul style="list-style-type: none"> Sensory descriptive writing Spatial descriptive writing (multiparagraph) Personal response 	<ul style="list-style-type: none"> Personal narrative Problem-centered story writing 	<ul style="list-style-type: none"> Constructing a simple argument Sales pitch Writing an ad 	<ul style="list-style-type: none"> Writing a summary Compare and contrast Instructions—explaining how to do a task 	<ul style="list-style-type: none"> Collecting information Outlining Report writing Preparing a bibliography 	<ul style="list-style-type: none"> From proofreading to publication Partner proofread Evaluate writing effectiveness Using technology
Intermediate Writing Grades 3–8	<ul style="list-style-type: none"> Letters: friendly, of concern with a request Directions 	<ul style="list-style-type: none"> Sensory descriptive writing Spatial descriptive writing (multiparagraph) Personal response 	<ul style="list-style-type: none"> Personal narrative Problem-centered story writing 	<ul style="list-style-type: none"> Constructing a simple argument Sales pitch Writing an ad 	<ul style="list-style-type: none"> Writing a summary Compare and contrast Instructions—explaining how to do a task 	<ul style="list-style-type: none"> Collecting information Outlining Report writing Preparing a bibliography 	<ul style="list-style-type: none"> From proofreading to publication Partner proofread Evaluate writing effectiveness Using technology
Advanced Writing Grades 5–12	<ul style="list-style-type: none"> Letters: friendly, of complaint with a request Directions 	<ul style="list-style-type: none"> Sensory descriptive writing Spatial descriptive writing (multiparagraph) Personal response 	<ul style="list-style-type: none"> Personal narrative Problem-centered story writing 	<ul style="list-style-type: none"> Constructing a simple argument Sales pitch Writing an ad 	<ul style="list-style-type: none"> Writing a summary Compare and contrast Instructions—explaining how to do a task 	<ul style="list-style-type: none"> Collecting information Outlining Report writing Preparing a bibliography 	<ul style="list-style-type: none"> From proofreading to publication Partner proofread Evaluate writing effectiveness Using technology



www.mheducation.com.sg/direct-instruction/programs

Key Component Summary

High-Performance Writing:

A Structured Approach Complete Package: Writer's Guide; Program Guide; and 1 ea. of 6 Writing units.



Also available on Create™! Just click “Explore Create™” to learn more or to purchase.

Sample Pages

Planning sheets help students identify and remember key elements of the writing form.

BLM 2A

Planning Sheet for Writing a Persuasive Composition

Topic _____

Opinion _____

Reason _____

Evidence _____

Reason _____

Evidence _____

Reason _____

Evidence _____

Restated Opinion _____

Scoring rubrics allows you to be fair and consistent in your evaluation.

Name _____ Date _____

RUBRIC ☐ Pretest ☐ Posttest

Scoring the Samples

Give the student a score of 0 if there is no evidence of the element.
Give the student a score of 1 for each element at the emergent or minimum level.
Give the student a score of 2 for each element at a satisfactory level.
Give the student a score of 3 for each element at the exemplary level.

Evaluating the Elements of a Piece of Persuasive Writing	
The author of this composition . . .	Points Earned
Uses a sentence that clearly presents the topic in the opening paragraph.	
Follows a logical sequence and order.	
Develops related sentences to produce a middle.	
Stays on the topic.	
Uses a final sentence that brings closure to the composition.	
States own opinion in the opening paragraph.	
Presents supporting details (reasons, facts, examples) that include anecdotes, statistics, and expert opinion.	
Restates opinion in concluding sentence.	
Presents supporting details from a variety of sources.	
Excludes irrelevant information.	
Captures reader's interest in the first paragraph.	
Uses language appropriate for intended audience.	
States opinion clearly.	
Presents convincing proof.	
Persuades reader using nonconventional language.	
Indents paragraphs.	
Uses correct capitalization for titles and proper nouns.	
Uses apostrophes in contractions and possessives.	
Uses conventional spelling of a developmentally appropriate level.	
Employs standard English usage.	
Total Points	

If the student scores . . .

80-100 points	Administer the pretest for the advanced level of Persuasive Writing.
20-40 points	The student is properly placed in the intermediate level of Persuasive Writing.
0-19 points	Administer the pretest for the beginning level of Persuasive Writing.

Intermediate Persuasive Writing • Introduction and Pretest

Rubrics reflect the Six Traits of effective writing to help students balance content, organization, style, and mechanics.

*High-Performance Writing:
A Structured Approach
Beginning, Intermediate,
Advanced Levels*



Close the Achievement Gap for Your Struggling Readers

Corrective Reading provides you with the tools to help close the achievement gap by addressing deficiencies in both Decoding and Comprehension

- Two major strands and four instructional levels address a wide range of reading problems
- Decoding and Comprehension can be used as supplemental intervention or be combined for use as a comprehensive program
- Multiple points of entry appropriately address skill levels of students in Grade 3–Adult
- Fully integrated assessments monitor progress and guide movement through the program

SRA's Corrective Reading provides struggling readers with:

- More instructional time targeted precisely at the right level
- More detailed, systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

Program Features

- Tightly sequenced lessons give struggling students the structure and practice they need to close the achievement gap.
- The amount of new information in one lesson is carefully controlled so teaching is efficient and effective.

When You Need Decoding

Students who need Decoding intervention typically have little Reading experience and are not familiar with the vocabulary, sentence structure, text organization, and concepts of “book” language. Students with Decoding problems:

- Make frequent word identification errors
- Add and omit words
- Confuse high-frequency words
- Have a poor grasp of grapheme-phoneme relationships
- Read at a laboriously slow rate
- Are unable to comprehend because of inaccurate reading



When You Need Comprehension

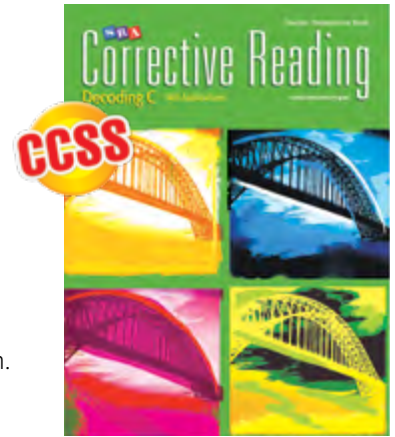
Students who need Comprehension intervention do not write well, do not think or speak with clarity, and are not highly motivated. Students with Comprehension problems:

- Cannot follow multi-step directions
- Exhibit poor auditory memory and statement repetition skills
- Lack the analytical skills required to process arguments
- Have a deficient vocabulary
- Lack background or domain knowledge

Make a difference for students who have difficulty reading accurately and fluently. Corrective Reading Decoding systematically replaces students' ineffective Reading strategies with efficient ones and provides the type of practice problem readers need to retain and apply these skills.

- Stories written for the program provide a gradual progression in skill development that discourages guessing
- Daily fluency practice with immediate feedback helps students read fluently, accurately, and with expression
- Comprehension activities ensure that students attend to the content of what they read
- A management system, based on realistic goals, motivates students by reinforcing steady improvement in Reading performance





Key Component Summary

Student Materials

- Student Books contain word lists, stories, and informational articles for each lesson.
- Workbooks provide practice, review, and application exercises and are an integral part of each program and level.

Teacher Materials

- Presentation Books provide tightly sequenced lessons to help students master high-priority concepts and strategies.
- Teacher's Guides contain helpful information about presenting exercises and tips for correcting student error.

Program Resources

- Practice and Review Activities CD-ROM provides engaging games to reinforce skills and concepts presented in daily lessons.
- Enrichment Blackline Masters add meaningful practice and are perfect for homework.

Highlights

- Mastery Tests are embedded in the teacher's presentation material and appear more frequently to keep student learning on track.
- Lesson Objectives Charts are provided every five lessons to give teachers a comprehensive picture of skill development
- Practice and Review Activities CD-ROMs offer engaging, interactive review to help students master key skills.

Components

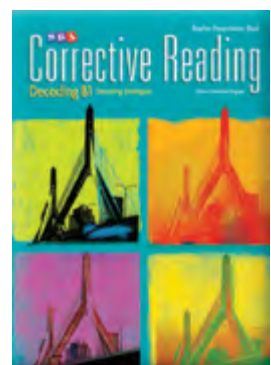
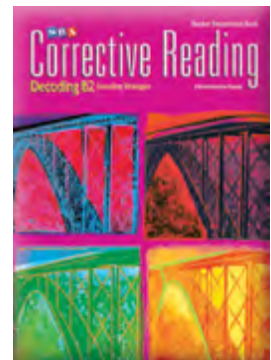
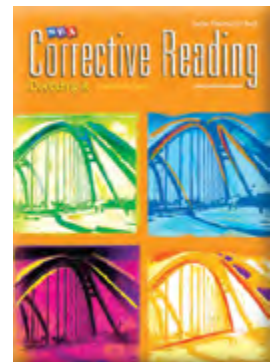
Corrective Reading Decoding Teacher Materials include: Presentation Books (1 or 2); Teacher's Guide; and Practice and Review Activities CD-ROM.

Digital Information

Available on connectED

Teacher:

- Teacher Presentation eBooks
- Presentation Tools
- SRA 2Inform Online Progress Monitoring
- Teaching Tutor
- Teacher Resources



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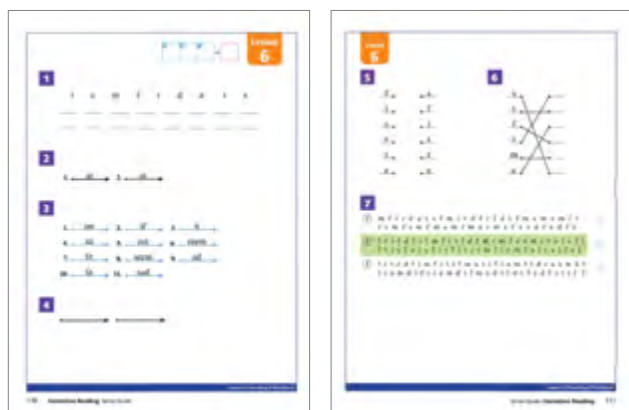
Corrective Reading Decoding Chart

	TARGETED STUDENTS	OUTCOMES	LESSONS	MINUTES	LEXILE RANGES
Decoding A	Non-readers or those in Grades 3.5–Adult who read so haltingly they cannot understand what they have read	60 wpm 98% accuracy reading at a 2.0–2.5 grade level	65	45	
Decoding B1	Poor readers, students in Grades 4–Adult who do not read at an adequate rate and who confuse words	90 wpm 98% accuracy reading at a 3.5–3.9 grade level	65	45	360 - 650
Decoding B2	Poor readers, students in Grades 4–Adult who do not read at an adequate rate and who confuse words	130 wpm 98% accuracy reading at a 4.5–4.9 grade level	65	45	360 - 710
Decoding C	Grades 6 and up, those readers who lack comprehension of sophisticated text, who do not learn well from what they read, or who have trouble thinking critically	150 wpm 98% accuracy reading at a 6.5–7.0 grade level	125	45	410 - 1120

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Sample Pages

Decoding A Workbook



Decoding B2 Student Book



Decoding B2 Workbook





Help students develop the skills needed to understand academic content. The Corrective Reading Comprehension programs explicitly teach the vocabulary, background knowledge, and reasoning skills that support the understanding of text.

With Corrective Reading Comprehension, you will:

- Provide extensive practice in following directions to help students read carefully and attend to details
- Build vocabulary skills and common information that students can carry over into the general classroom
- Help students develop strategies for retaining information and relating it to new concepts
- Develop higher order thinking tactics used by successful readers - applying prior knowledge
- Are unable to comprehend because of inaccurate reading

Corrective Reading Comprehension Chart

	CYCLE	TARGETED STUDENTS	OUTCOMES	LESSONS	MINUTES
Decoding A	Normal Cycle	Poor comprehenders in Grades 3–Adult who cannot understand much of the material taught at grade level	Higher-order thinking skills and increased vocabulary base	65	45
	Fast Cycle (Middle & High School)			30	45
Decoding B1	Normal Cycle	Poor readers in Grades 4–Adult who have difficulty drawing conclusions, understanding contradictions, and following written directions.	Cross-curricular comprehension skills for all subject areas	60	45
	Fast Cycle (Middle & High School)			35	45
Decoding B2	Normal Cycle	Poor readers in Grades 4–Adult who have difficulty drawing conclusions, understanding contradictions, and following written directions.	Cross-curricular comprehension skills for all subject areas	65	45
	Fast Cycle (Middle & High School)			35	45
Decoding C		Grades 6 and up, those readers who lack comprehension of sophisticated text, who do not learn well from what they read, or who have trouble thinking critically.	Applying analytical skills to real-life situations and answering inferential versus literal questions based on specific passages read	140	45



Key Component Summary

Student Materials

CorrectiveReading Comprehension Teacher Materials include:

Presentation Books (1 or 2); Teacher's Guide; and Practice and Review Activities CO-ROM.

Fast Cycle A and B1 Teacher Material include:

A Presentation Book which incorporates the Teacher's Guide.

Digital Information

Available on connectED

Teacher:

- Teacher Presentation eBooks
- Presentation Tools
- SRA 2Inform Online Progress Monitoring
- Teaching Tutor
- Teacher Resources

Student:

- eInquiry
- Practice & Review Activities
- Organizers & Writing Activities



Sample Pages

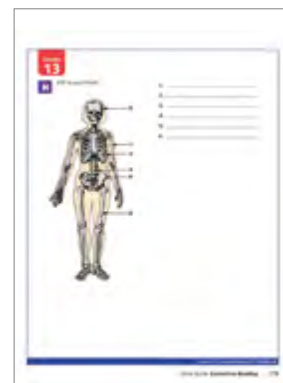
Comprehension A Fast Cycle Workbook



Comprehension A Workbook

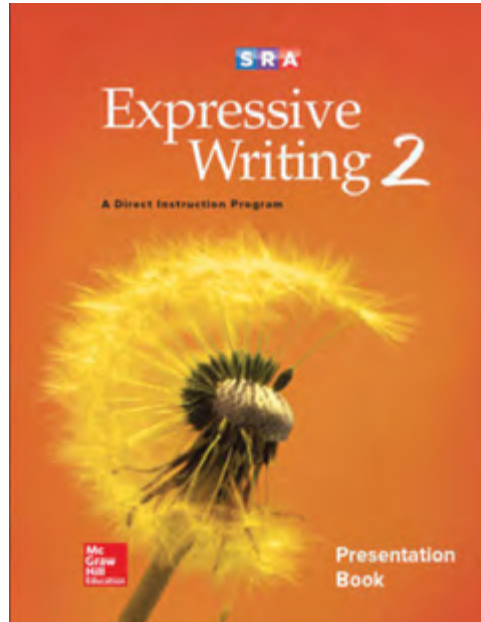
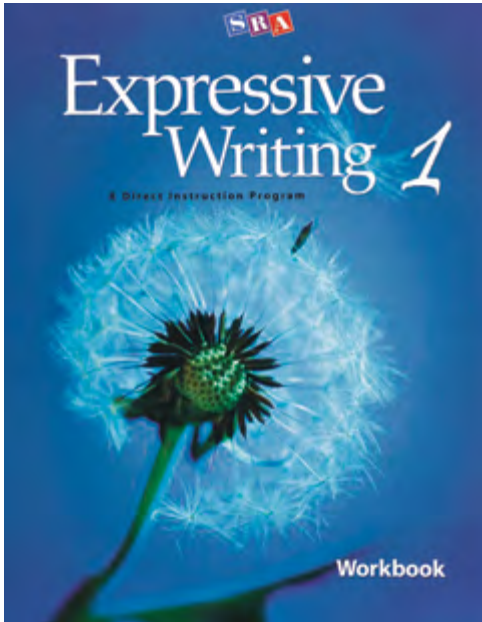


Comprehension B1 Workbook



Comprehension B2 Workbook





Develop the Writing Competencies Your Students Need to Succeed

Students learn to express ideas and communicate clearly. The easy-to-use approach focuses on the writing and the editing of basic sentences, paragraphs and stories. Instructional strands include Mechanics, Sentence Writing, Paragraph and Story Writing, and Editing.

In every lesson, students learn to write with:

- **Structure**, by writing sentences that first name something and then tell more. Then, by arranging sentences appropriately.
- **Coherence**, by relating sentences logically.
- **Unity**, by developing well-supported paragraphs.
- **Correct grammar and punctuation**, by writing first, then editing, using a self-administered, cumulative Check System.

Key Component Summary

- **Workbook**
- **Teacher Materials:**
Presentation Book and Teacher's Guide 1–2.



Lesson 8

Part A

1. was	<i>was</i>	8. say		11. they	
2. they	<i>they</i>	9. are		12. get	
3. get	<i>get</i>	10. are		13. take	
4. are	<i>are</i>	11. get		14. are	
5. fail	<i>fail</i>	12. take		15. fail	

Part B

Instructions: Fill in the sentences so that they tell what happened.

- The teacher gave the paper.
- Sammy is in first place.
- Alice threw the ball.
- Pat has two pencils.
- They run in the store.
- We push horses.

Part C

Instructions: Underline the part of each sentence that names.

Maria was teaching her horse to do new tricks. She tried to teach tricks to her horse. That horse named new tricks quickly. It had already learned many tricks. It was able to jump by nodding its head. It was able to roll over. The young teacher was proud of her horse. She thought it was the smartest horse she had ever seen.

Lesson 8

23

[illegible]

Exercise 3 Underlining the Part that Names

- Find just 5 of your worksheets.
- Put away the index cards. Underline the part of each sentence that names.
- Each answer is in the passage names. Use the words. Read the passage to understand the part of each sentence that names.
(Discuss students and give feedback.)
- Let's guess your work. Now you'll tell me the words that name. Then you'll tell me the words that don't name.
- Write sentence "What words name?"
(Signal) Mine.
What words do more? (Signal) Like building Air Force to be the jobs.
- Read sentence "King built names."
(Signal) What words tell me? (Signal) Loved to learn. King to Air force.
- Read sentence "After words named."
(Signal) What names.
(Signal) What names tell me? (Signal) Learned new words quickly.
- Read sentence "What word names?"
(Signal) What words tell me? (Signal) Read already learned state words.
- Read sentence "After word names?"
(Signal) What words tell me? (Signal) Like after something is named.
How word names names?
Is that name? (Signal) Like after.
- What words name?
Is that name? (Signal) Like after.

Exercise 4 Selecting Sentences that Tell the Main Thing a Person Did

- Read and choose the first sentence. What else name and today's date.
- Find part in your worksheet.
- You're going to help the sentences that tell the main thing a person did.
- Look at picture 1. Name picture 1.
(Signal) Mine.
- Read the first sentence. Name what's right into the day.
Does that sentence tell the main thing a person did?
(Signal) No.
- Name sentence. Name what's right of a person. Does that sentence tell the main thing a person did?
(Signal) Yes.
- Name sentence. Name what's a person. Does that sentence tell the main thing a person did?
(Signal) Yes.

Lesson 36

Part A

1. Peter wanted to go to the office but he was sick and feverish.
2. David went to bed early but he did not feel asleep and was angry.
3. Lisa wrote a letter asking her father to go to school but she never heard from him.
4. We started to go swimming but the water was too cold.
5. They tried to find home but the dog was noisy.

Part B

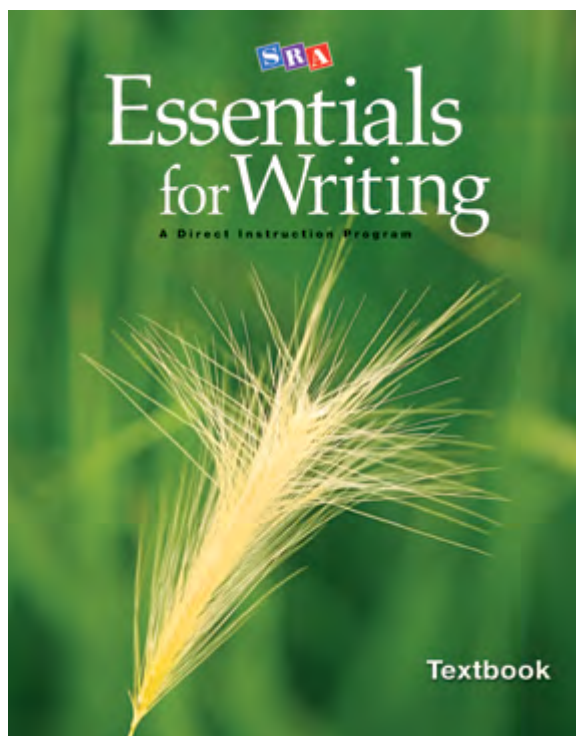
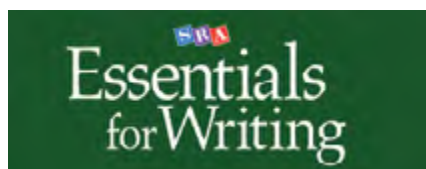
Remember: To use the *if* clause, write in *if* the sentence.



Many that morning, Tony noticed car to the garage when Robert's car was just washed. When Tony passed the car in front of the garage, he noticed the back of the car and sawed the gas with some. As Robert pulled in the car, he noticed the front window. Tony pulled down and took a look at the side of the car without in. The car was

ELA 2000 30

[illegible][illegible]



Help students pass exit writing exams!

Develop the Writing Competencies Your Students Need to Succeed

Explicit instruction and daily writing assignments ensure that students structure their thinking and learning strategies for writing tasks. Scaffolded lessons prepare students to produce work with well-developed ideas, supporting examples and appropriate detail.

Key Component Summary

- **Textbook**
- **Teacher Materials:**
Presentation Book; Teacher's Guide; Answer Key; Practice Software.



103



Develop the Writing Competencies Your Students Need to Succeed

Targets Struggling Adolescent Readers

The program offers two unique modules that develop comprehension strategies students need to succeed in science, social studies and English/Literature classes.

Comprehending Content-Area Text

Students study examples of content in popular science and social studies texts with teacher guidance that gradually decreases. In final units, students work with their textbooks.

Comprehending Narrative Text

Students develop comprehension strategies appropriate for fictional and nonfictional texts. The anthology provides examples of authentic nonfiction trade books.

Key Component Summary

- **Read to Achieve Teacher Materials:**

Teacher Edition, Professional Development Guide, Teaching Tutor, ePresentation, Transparencies, Assessment Blackline Masters, and 1 copy of student materials.

- **Online Teacher Subscription:**

ePlanner, Teacher eBooks, ePresentation, Professional Development Videos, and SRA 2Inform Online Progress Monitoring.



Sample Pages



Teacher's Edition

Easy-to-use resource planning pages provide an overview of the skills taught and materials required for each lesson.



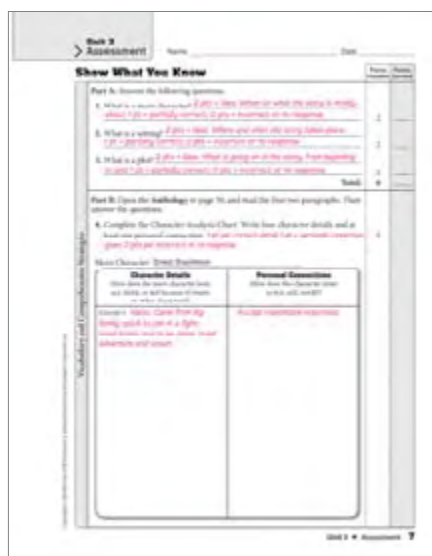
Teacher's Edition

Keep instruction on target with detailed lessons and teaching routines



Transparencies

Allow text and graphic organizers used during "Think-Alouds" to be displayed on an overhead projector



Assessment Blackline Masters

Help you monitor and evaluate student progress



Professional Development Guide

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Sample Pages

Comprehending Content-Area Text



Content Reader

- Provides age-appropriate expository text that matches grade-level and Lexile® recommendations
- Replicates the content, style, and structure of best-selling science and social studies textbooks
 - 70% science
 - 30% social studies
 - Transitions to self-selected textbooks (Units 21–25)
- Lexile levels are:
 - 700–900 for Units 1–6
 - 900–1000 for Units 7–12
 - 1000–1100 for Units 13–20



Workbook

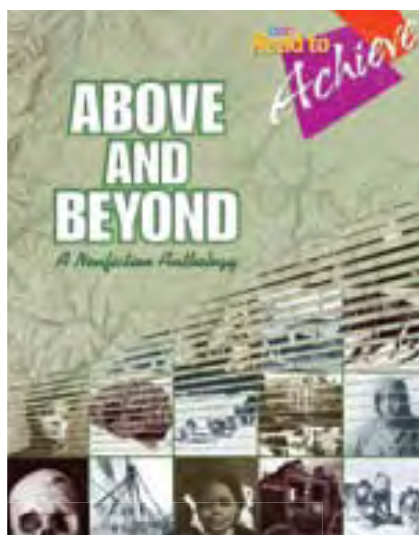
- Interactive practice for each lesson
- Graphic organizers to help structure information and map content
- Gradually replaced by students' own science and social studies textbooks



Comprehending Narrative Text

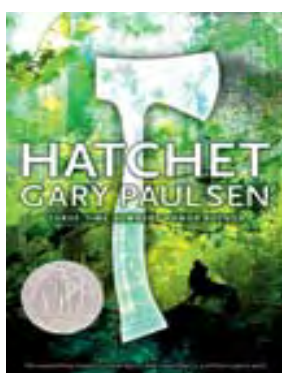
Workbook

- Practice exercises to develop mastery of each concept
- Graphic organizers help track important details and events
- Gradually replaced by notebook paper and sticky notes



Above and Beyond: A Nonfiction Anthology

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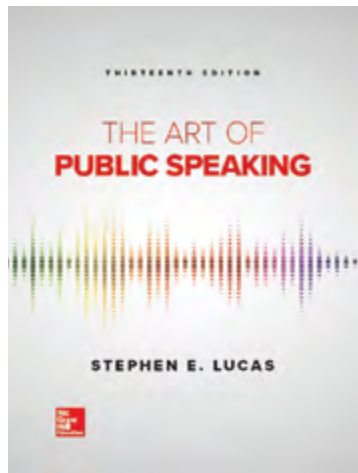


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- Present focused content specific to the student's individual needs.



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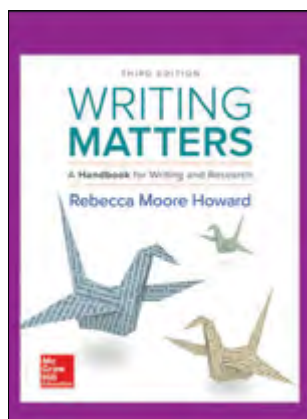


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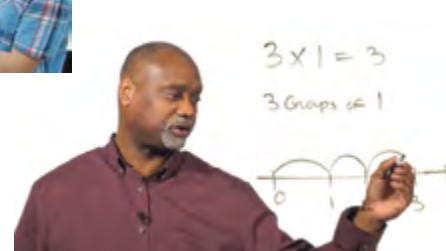
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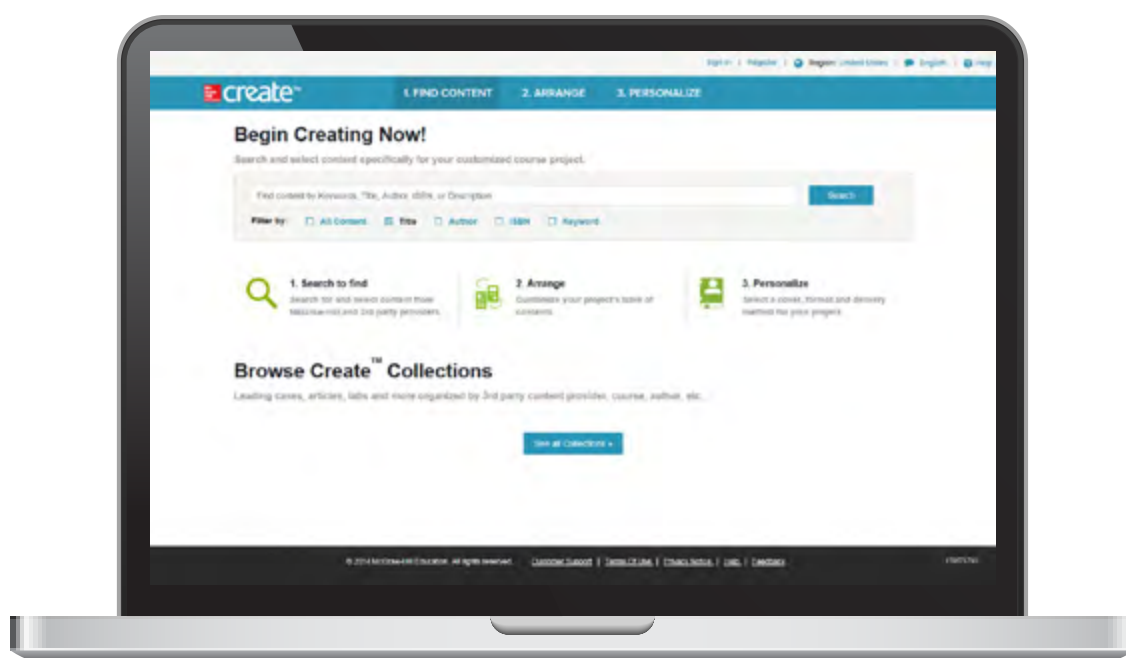
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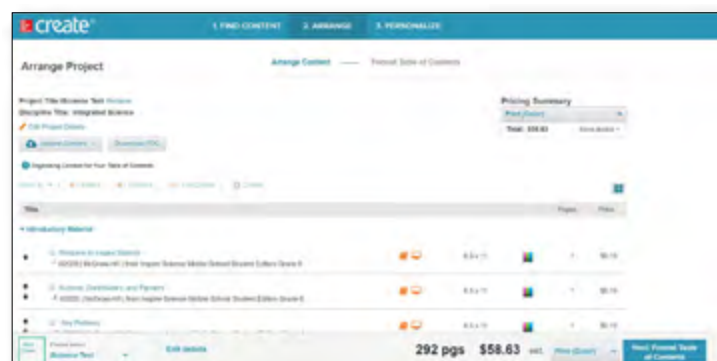
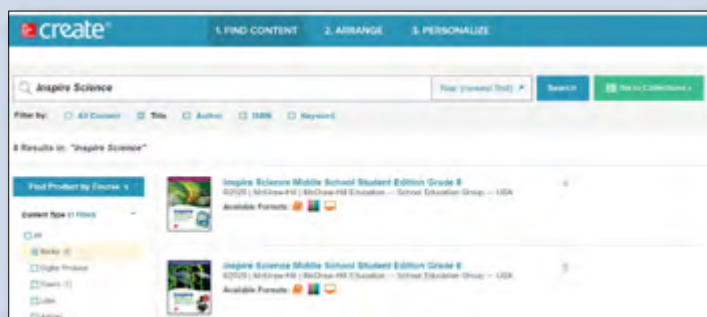
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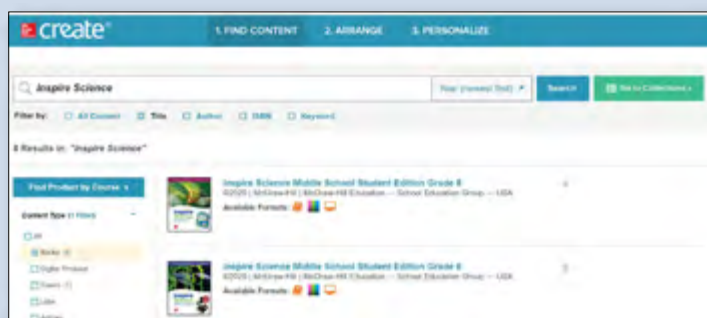


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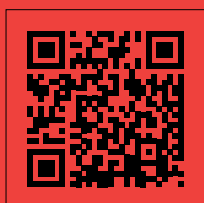
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