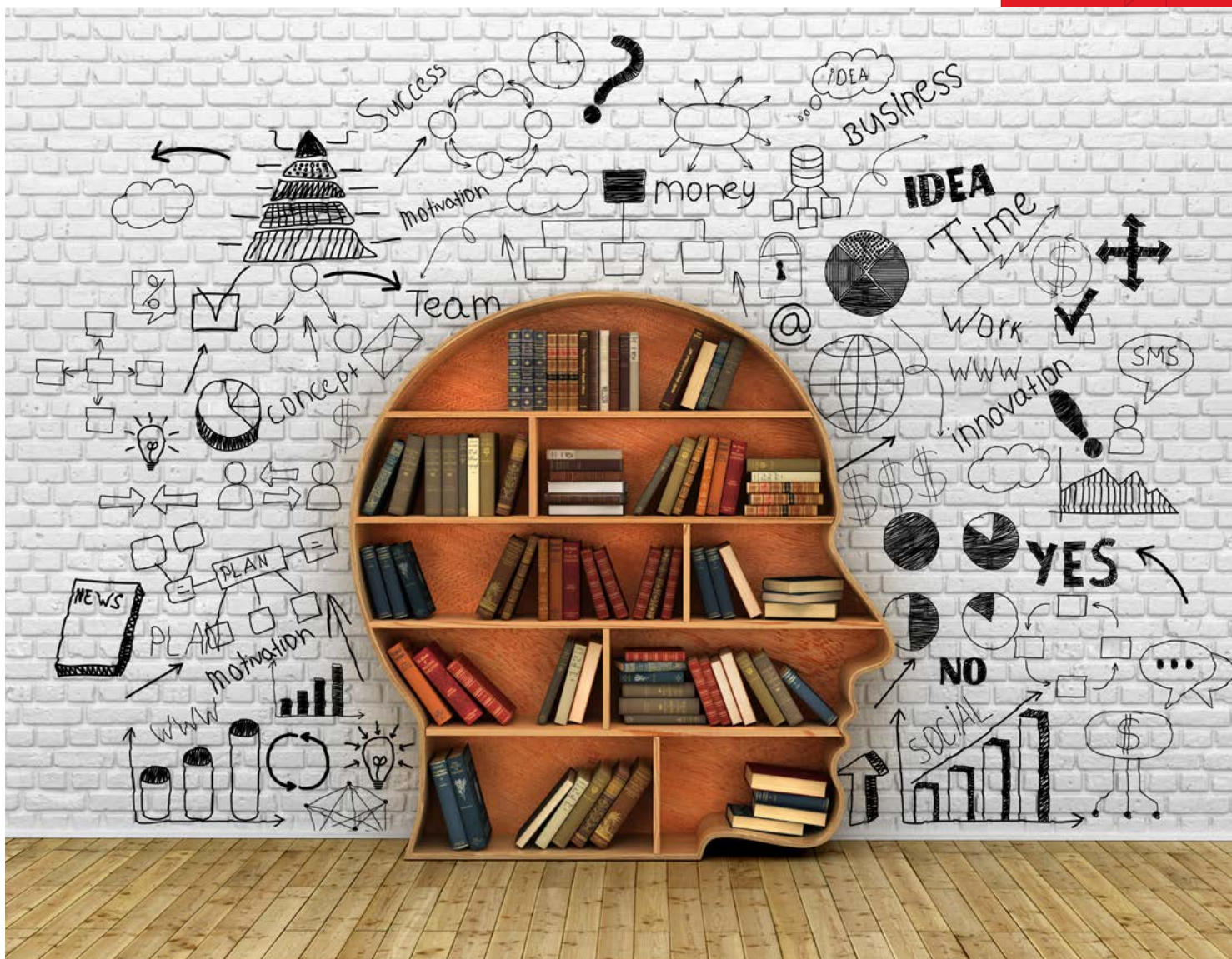


# PreK-12 Asia Catalog

# English

# Language Arts

## 2023



# Wonders

©2023

## The Wonders You Know, With the Enhancements You Want

You've come to trust Wonders for its complete standards alignment, rich authentic literature, and ability to reach students, giving all of them an opportunity to succeed. Thanks to feedback from trusted partners like you, Wonders is back and better than ever. You've asked for stronger phonics instruction, enhanced writing to sources, more time to engage with texts, and additional support for English Learners—and we've listened.

In Wonders © 2023, you will enjoy a multitude of enhancements, providing you and your students with additional resources for success. These changes will empower your students to take a more active role in learning as they explore the world through text—across time, across borders, and across cultures.

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

# WonderWorks

©2022

## Level Up with WonderWorks!

WonderWorks is designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program. Grounded in research, the two programs work together to support students who may benefit from intervention. The program helps ensure student access to the same content, skills, strategies, and knowledge building as the core program by offering instructional on-ramps and acceleration. Learners benefit from research-based, data-driven, systematic instruction.

WonderWorks rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, fostering student ownership of learning, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.

Learn more about the new WonderWorks on [page 59](#)





# SRA Reading Mastery® Transformations

## An Effective Solution for All Learners

Reading Mastery Transformations, an evidence-based Direct Instruction program, is a comprehensive K–5 ELA curriculum 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 and increasing their vocabulary.

Find out more about Reading Mastery Transformations on [page 105](#)

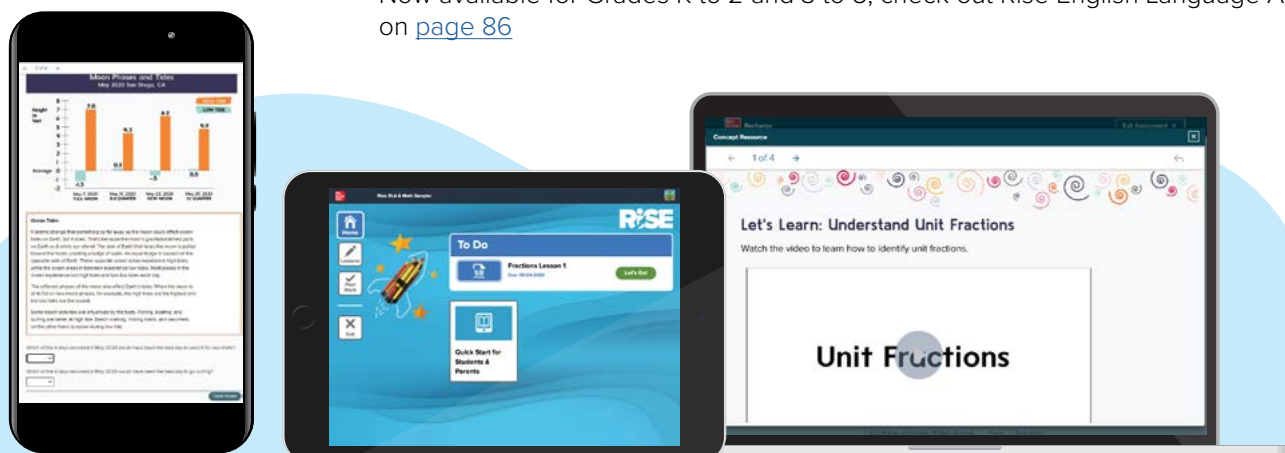


## RISE English Language Arts

McGraw Hill Rise™ is a new ELA and math 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.

Covering nearly 1,100 key learning objectives, McGraw Hill Rise™ 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.

Now available for Grades K to 2 and 3 to 8, check out Rise English Language Arts on [page 86](#)



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*Disclaimer: Information provided is accurate as of January 2023 and is subjected to changes without prior notice.*

# Level Chart

## PreK & Literacy

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
PK & L	<a href="#">World of Wonders</a>		●													



## English Language Arts

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
ELA	<a href="#">Wonders® 2023©</a>			●	●	●	●	●	●							
ELA	<a href="#">Wonders® 2020©</a>			●	●	●	●	●	●	●						
ELA	<a href="#">Wonders® 2017©</a>			●	●	●	●	●	●	●						
ELA	<a href="#">Wonders for English Learners</a>			●	●	●	●	●	●	●						
ELA	<a href="#">WonderWorks © 2022</a>			●	●	●	●	●	●	●						
ELA	<a href="#">SRA Open Court Reading (Comprehensive Curriculum)</a>			●	●	●	●	●	●							
ELA	<a href="#">SRA Open Court Reading (Foundational Skills and Word Analysis Kits)</a>			●	●	●	●	●	●							
ELA	<a href="#">RISE English Language Arts™</a>			●	●	●	●	●	●	●	●	●				
LA	<a href="#">Redbird Language Arts &amp; Writing®</a>				●	●	●	●	●	●	●					

## Supplemental Reading

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SR	<a href="#">SRA Reading Laboratory®</a>				●	●	●	●	●	●	●	●	●	●	●	●
SR	<a href="#">WonderSkills</a>				●	●	●	●	●	●						
SR	<a href="#">Fusion Reading</a>									●	●	●	●	●	●	●

## Direct Instruction

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
SR	<a href="#">Early Interventions in Reading</a> 			●	●	●	●									
ELA	<a href="#">Reading Mastery Transformations™</a> 			●	●	●	●	●	●							

Skill Area	Title	Grade	Kindergarten		Primary						Secondary					
			PreK	GK	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
ELA	<a href="#">Language for Learning</a>		●	●	●	●										
ELA	<a href="#">Language for Thinking</a>				●	●	●									
W	<a href="#">Language for Writing</a>					●	●	●	●							
W	<a href="#">High-Performance Writing</a>				●	●	●	●	●	●	●	●	●	●	●	●
SR	<a href="#">Corrective Reading</a>						●	●	●	●	●	●	●	●	●	●
SR	<a href="#">Corrective Reading Decoding</a>						●	●	●	●	●	●	●	●	●	●
SR	<a href="#">Corrective Reading Comprehension</a>						●	●	●	●	●	●	●	●	●	●
W	<a href="#">Expressive Writing</a>							●	●	●	●	●	●	●	●	●
W	<a href="#">Essentials for Writing</a>									●	●	●	●	●	●	●
SR	<a href="#">Read to Achieve</a>									●	●	●	●	●	●	●

**Advanced Placement**

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

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 Components Summary

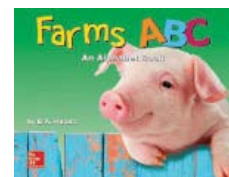
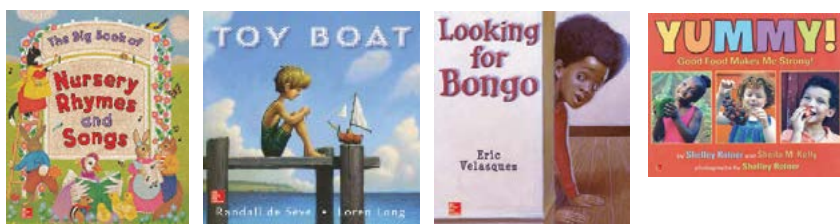
#### Teacher’s Editions:

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.



### Pattern Books and Little Readers:

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



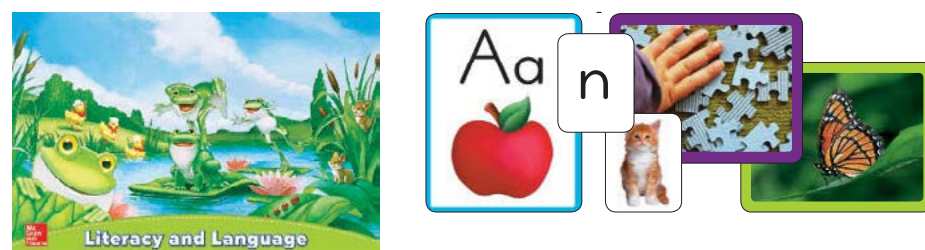
### Social-Emotional Development:

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



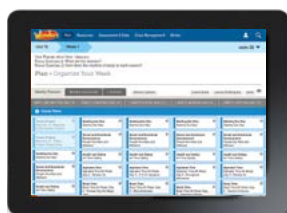
### Clear Management

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](http://www.mheducation.com.sg/wonders/programs/world-of-wonders)



Sample Pages

Teacher's Edition

**Day 1 Alphabet Time** DAY 1 • WEEK 1

**WHOLE GROUP**

**Circle Time**

**Alphabet Recognition**

Objective Identify the letter Oo and the letter Aa.

Materials Alphabet Card, Oo Song, Photo Cards

Review Oo Display the Alphabet Card and review Oo spelled as Oo and the Oo Song. Help children notice that the letter Oo is a circle. Have them trace the letter with their finger as they say /oo/. Then ask children to look for words in the classroom with the letter Oo. List them on a chart.

Match Letter Sounds Display a small set of Photo Cards. All the words should begin with /oo/, such as oo, orange, and olive, or /aa/, say each picture name. Have children repeat. Then guide children to sort the picture cards—some labeled Oo for words that begin with /oo/ and the other pile labeled Aa for the words that begin with /aa/.

**Phonological Awareness**

Objective Segment words by syllable.

Materials Library and Language Flip Chart p. 16

Syllables "Touch the Finger" play "Little Red Apples." Clap the syllables as you say apple (apple-ah). How many times did it clap? Helped by having children clap with you Count as you clap: apple-ah. Continue with other words in the rhyme.

**Alphabet Center**

Objective Identify words that begin with the same sound. Extend by having them match picture cards with letter cards (e.g., Oo letter card with picture of an orange).

Advanced Play Introduce new food words that begin with o, such as olive. Ask: Which letter begins the word olive? Emphasize the beginning sound as you say the food name.

Use the Observation Checklists and Daily Observation Items in the Assessment Handbook to monitor children's progress.

**Differentiated Instruction**

**4-Year-Olds**

Objective Identify letter names; begin to write name.

Materials Letter Cards

Review on Letter Names On three letter cards on the table for 2-4 written letters on for including Oo. Play letter name games. For example, say a letter name and have children find the letter. If children take turns, have the other children give a "thumbs up" if their classmates is correct. Say the letter's name and sound when correctly selected, as in "Yes, that's the letter Oo. What's the letter's name?" (Children respond: The letter Oo makes the /oo/ sound.)

**Transitional K and Advanced Learners**

Objective Read words with /oo/.

Materials Alphabet Card, Letter Cards

Letter-Sound Review Use the Alphabet Card to review that the letter o stands for /oo/. Display letter cards for Oo and any previously taught letter-sounds. Have children orally say the sound as you show the letter card. Take note of any children who struggle and continue working on these letter-sounds during Center Time.

Blend on Model how to blend the word on. Display the letter card o say /oo/. Have children repeat. Then display the letter card n say /nn/. Have children repeat. Slowly blend together the sounds /oo/nn/ as you run your finger under the letters. Repeat a lot faster: /oo/nn/. Say: The word is on. Ask children to take turns repeating how to blend the word.

**English Learners**

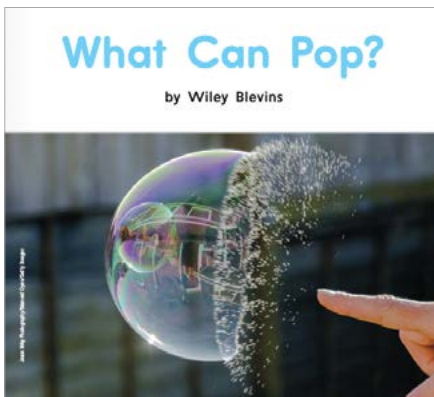
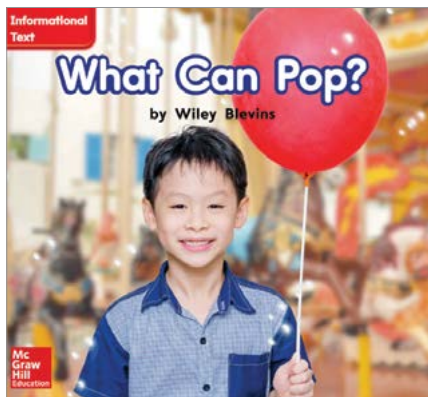
Objective Identify words that begin with the same sound. Go Song

Articulation Help children feel how the /oo/ sound is formed. Give each child a small handheld mirror. Say /oo/ and have children repeat. Point out how the mouth is shaped like a circle. Continue for words /oo/. Have children say each word as they watch and feel the change in their mouth position and shape.

Action Rhyme Review the Oo Song with children and act it out several times.

Unit 4 Week 1 39

Little Readers



Science Flip Chart



Social Studies Flip Chart



New Edition!

# Wonders

©2023

Wonders

©2023

<https://bit.ly/3IkDL1O>

WALKTHROUGH

## EXPAND THEIR WORLD THROUGH LITERACY

You want all your students to build knowledge while exploring our world through literacy. Literacy is the key to understanding—across time, borders, and cultures—and will help students recognize and embrace the role they play in the world they are creating. *Wonders* is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Your students will enjoy unparalleled opportunities to express and assess themselves through reading, writing, and speaking. They will encounter the right content at the right moment in their learning journey to promote strong educational outcomes for all learners.





## KINDERGARTEN CLASSROOM SYSTEM

### 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 21 students as well as the following items: Literature Big Books (32 titles, 1 ea.), Teacher's Edition Package (5 volumes, 1 ea.), ELL Small Group Guide, Decodable Readers (11 volumes, 1 ea.), Leveled Readers (30 titles, 6 ea.), Practice Book Blackline Master, 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 Center Activity Cards. Kindergarten System



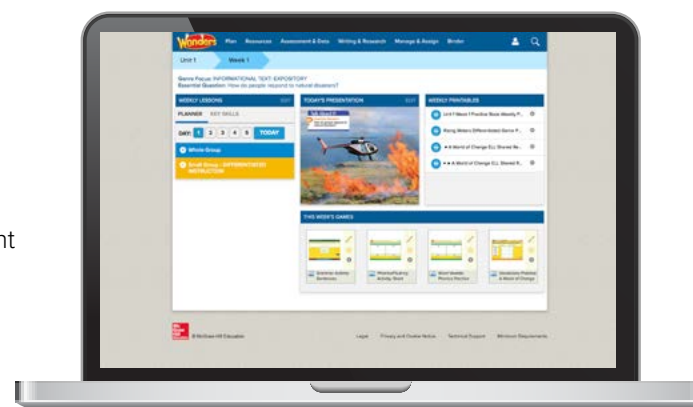
## WONDERS® PACKAGE OPTIONS

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

Our **Comprehensive Student Bundle** includes the consumable student Reading/Writing Companion (one per year for the length of the subscription), 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 **Valued Customer Bundles** include the consumable student Reading/Writing Companion (one per year for the length of the subscription) and the Student Digital Workspace.

For those interested in using the Reading/Writing Companion as a Blackline Master reproducible, Wonders can be purchased via **Flex Student Bundles**, that include only one year of the consumable student Reading/Writing Companion. Wonders is also available in a 100% digital version with the **Student Workspace and Teacher Workspace**.



[View ISBN List on page 145](#)



## READING/WRITING COMPANION

### Grades K–5

Foster student agency and collaboration with this interactive student edition. It ensures that students read with a pencil in hand, make connections between content areas, engage in daily writing, and assess their own progress.



## LITERATURE ANTHOLOGY

### Grades 1–5

Engage students with rich literature that invites them to explore their world. The authentic Literature Anthology puts a library of anchor texts in students' hands and the classroom trade library provides mentor texts that extend learning and expose students to diverse points of view.

- 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



[www.mheducation.com.sg/wonders](http://www.mheducation.com.sg/wonders)

## PRACTICE BOOK

### Grades K–5

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–5

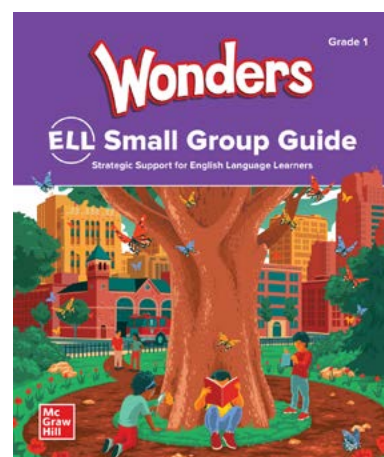
Support your evidence-based instruction with easy-to-use volumes that include point-of-use differentiation for all learners. Focus instruction through effective reading and writing that develops critical readers, writers, communicators, and thinkers



## ELL SMALL GROUP GUIDE

### Grades K–5

Provide flexible instruction to accommodate both push-in and pull-out teaching models. Every lesson has scaffolded instruction and comprehension support for ELL students at three levels of English proficiency.

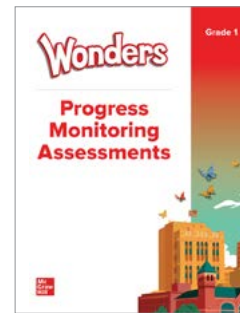




## PROGRESS MONITORING ASSESSMENTS

### Grades 1–5

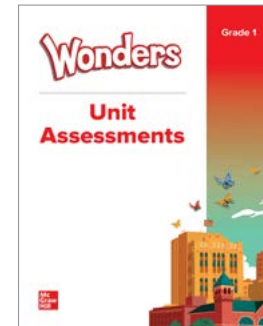
Weekly “fresh reads” offer students the opportunity to demonstrate proficiency in weekly skills, and help teachers evaluate and monitor progress.



## UNIT ASSESSMENTS

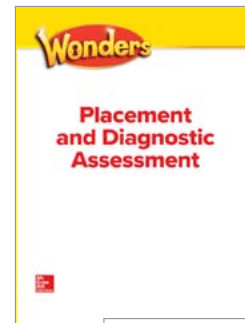
### Grades K–5

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 assessments.



## PLACEMENT AND DIAGNOSTIC ASSESSMENT

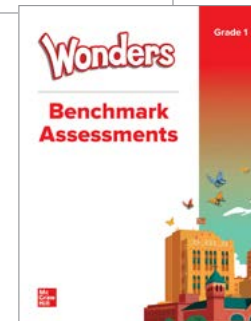
Placement assessments assist in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary,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



## BENCHMARK ASSESSMENTS

### Grades K–5

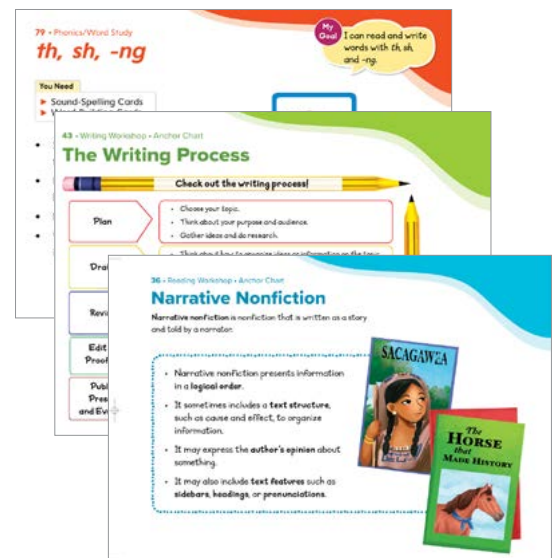
Assess progress toward end-of-year goals.



## CENTER ACTIVITY CARDS

### Grades K–5

The newest component in the Wonders toolkit of classroom resources, Center Activity Cards provide students with independent and collaborative activities that support transfer of skills and strategies, while honoring student voice and choice. Each card gives students a choice of various, multimodal activities designed to achieve the same learning goals and foster self-expression. The most difficult activity on each card is identified for students who would like to challenge themselves to grow.



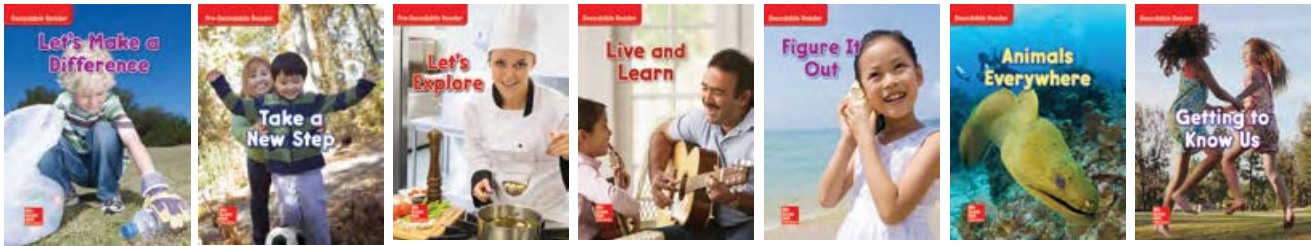
[www.mheducation.com.sg/wonders](http://www.mheducation.com.sg/wonders)



## Decodable Readers

### Grades K–5

Engaging stories reinforce phonics instruction



## Leveled Readers

### Grades K–5

Differentiate text for

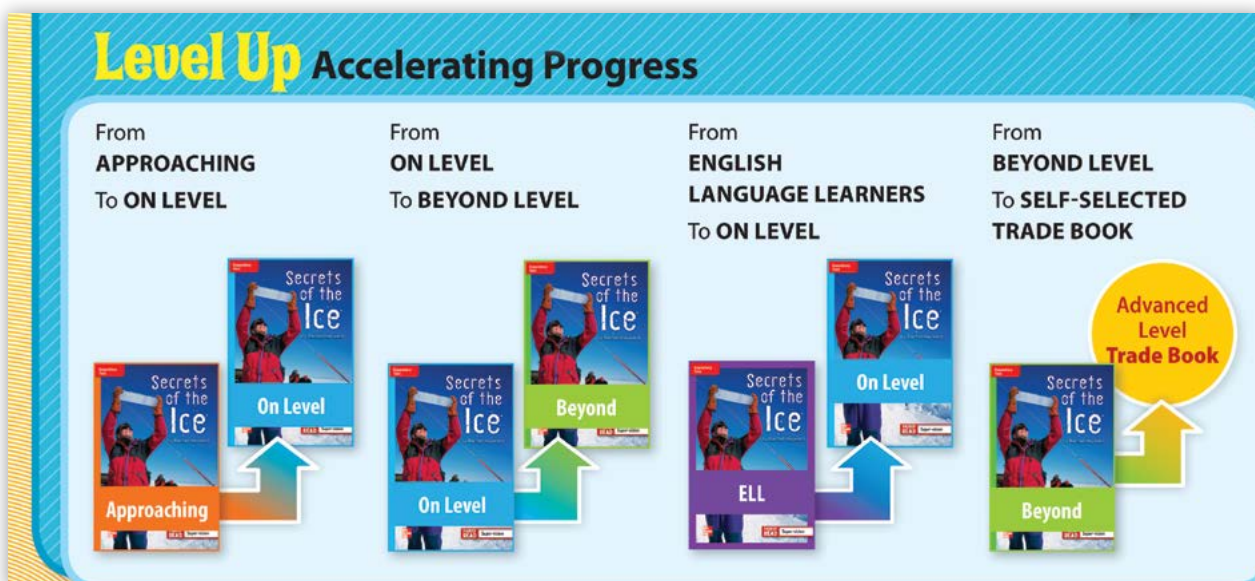
Each reader features a main selection accompanied by a paired piece with the same theme. Nonfiction titles are differentiated in readability but identical in design. cite students with myths, legends, folktales, informational texts, and many more genres.



<b>Approaching</b>	one grade below
<b>On-Level</b>	at grade level
<b>Beyond</b>	one grade above
<b>ELL</b>	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




[View ISBN List on page 145](#)

# Sample Pages

## Reading/Writing Companion: Grade 1 Unit 4

### Build Knowledge

**Essential Question** What insects do you know? How are they alike and different?



### Build Vocabulary

Talk with your partner about insects you know.

Write words about insects.



### My Goals

Think about what you know now. It's important to do your best. Fill in the bars.

#### What I Know Now

I can read and understand a fantasy story.

1 2 3 4

I can use text evidence to respond to a fantasy story.

1 2 3 4

I know about insects and how they are alike and different.

1 2 3 4

**Key**

1 = I do not understand.

2 = I understand but need more practice.

3 = I understand.

4 = I understand and can teach someone.

**stop** You will come back to the next page later.

Think about what you've learned. What helped you the most? Fill in the bars.

#### What I Learned

I can read and understand a fantasy story.

1 2 3 4

I can use text evidence to respond to a fantasy story.

1 2 3 4

I know about insects and how they are alike and different.

1 2 3 4

### Shared Read

**My Goal** I can read and understand a fantasy story.

**Find Text Evidence**

Read to find out about what some insects are like.

Circle and read aloud the word with the long / sound spelled -y.

### Creep Low, Fly High

**Essential Question** What insects do you know? How are they alike and different?



**Fantasy**



### Writing Practice

#### Write Sentences

Talk about the insects in the story.

Listen to these sentences about insects.

My favorite insect is a caterpillar. They have many legs. They grow up to be beautiful butterflies.

Circle the descriptive details.

Underline the concluding statement.

**Writing Traits**

- Remember, descriptive details can make writing more interesting.
- A concluding statement tells the ending of a story or text.

Talk about your favorite insect.

Write sentences about your favorite insect. Make sure you include descriptive details and a concluding statement.

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---

Circle the descriptive details you used.

Underline the concluding statement.

**Check In** 1 2 3 4



**Shared Read**

**Vocabulary**

- Listen to the sentences and look at the photos.
- Talk about the words.
- Write your own sentence using each word.

**beautiful**  
The butterfly has beautiful wings.

**fancy**  
We are wearing fancy hats.

**Context Clues**  
When you are not sure of what a word means, you can look at how it is used in the sentence.

**Find Text Evidence**  
I'm not sure what *chat* means. The word *laugh* is a hint. I know that the bugs are pals so they must have been talking together. I think *chat* means to talk in a friendly way.

**Your Turn**  
What is the meaning of *dash* on page 125 of the story?

Five bug pals met to chat and laugh.

Check In 1 2 3 4

**Writing and Grammar**

**Write About the Shared Read**  
How do Caterpillar's feelings change from the beginning to the end of the story? Read what Amy wrote.

**Student Model**  
In the beginning, Caterpillar is sad. He can't dash fast or fly high. Then his friends see he changes into a beautiful butterfly. At the end of the story, he is very happy. Now he can flit and dip!

**Grammar**  
Use *see* when looking at something now. Use *sees* when he or she is looking now. Use *saw* to tell about looking in the past.

**Quick Tip**  
You can talk about Amy's writing using these sentence starters:  
*Any used ...*  
*I noticed ...*

Talk about details Amy used from the story. Underline the concluding statement.

Circle the word *see*.

Draw boxes around the descriptive details in the second sentence.

Write what you notice about Amy's writing.

**Anchor Text**

**Read**  
Retell the story in your own words.  
Write about the story.

How does the boy catch the fly?

Text Evidence Page

What convinces the judges that Fly Guy is a pet?

Text Evidence Page

Check In 1 2 3 4

**Anchor Text**

**Reread**  
Talk about how the fly and the boy are feeling on pages 102-103.  
Write clues from the pictures and text that show you how the characters are feeling.

How the Fly Feels	How the Boy Feels

How does the author show you how the fly and the boy feel?

Check In 1 2 3 4

**Writing and Grammar**

**Write About the Anchor Text**  
Why do Buzz's parents and the judges change their minds about Fly Guy?

Talk about the question.  
Write your answer below.

**My Goal**  
I can use text evidence to respond to a fantasy story.

**Remember:**

- Include a concluding statement.
- Add descriptive details.
- Use *see* and *saw* correctly.

Check In 1 2 3 4

**Paired Selection**

**Meet the Insects**  
**The Body of an Insect**  
All insects have six legs and three body parts. Insects have no bones. The outside of an insect's body is hard. It protects the insect's body. Most insects have antennae and wings.

**Read** to find out what insects can do.


**Underline** the text that tells you what most insects have.

**Talk** about the heading. How does the heading help you understand the text on this page?

# Sample Pages

## Reading/Writing Companion: Grade 4 Unit 4

### MY GOALS



Think about what you already know. Fill in the bars. It's important to keep learning.

### What I Know Now

I can write an expository essay.

1 2 3 4

I can synthesize information from three sources.

1 2 3 4


### What I Learned

I can write an expository essay.

1 2 3 4

I can synthesize information from three sources.

1 2 3 4



202 Unit 4 • Expository Writing

Unit 4 • Expository Writing 203

### WRITING

#### WRITE TO SOURCES

You will answer an expository writing prompt using sources and a rubric.

#### ANALYZE THE RUBRIC

A rubric tells you what needs to be included in your writing.

**Purpose, Focus, and Organization**  
Read the second bullet. What is a central idea?

Read the fifth bullet. What are two things your essay must include?

**Evidence and Elaboration**  
Underline the words in the fourth bullet that tell you how to elaborate on your topic.

### Expository Writing Rubric

**Purpose, Focus, and Organization • Score 4**

- Stays focused on the purpose, audience, and task
- States the central idea in a clear way
- Uses transitional strategies, such as the use of signal, or linking, words and phrases, to show how ideas are connected
- Has a logical progression of ideas
- Begins with a strong introduction and ends with a conclusion

**Evidence and Elaboration • Score 4**

- Supports the central idea with convincing details
- Relevant evidence is integrated smoothly and thoroughly
- Has strong examples of relevant evidence, or supporting details, with references to multiple sources
- Uses elaborative techniques, such as examples, definitions, and quotations from sources
- Uses precise language to express ideas clearly
- Uses appropriate academic and domain-specific language that matches the audience and purpose of the essay
- Uses different sentence types and lengths

Turn to page 240 for the complete Expository Writing Rubric.

### EXPOSITORY ESSAY

#### Central Idea

Stating the Central Idea: A strong expository essay has a clearly stated central idea. Read the paragraph below. The central idea is highlighted.

Would you buy a machine that allows you to see with your tongue? Even if it costs a thousand dollars? Some people may not be interested. But if you experience vision loss, you might say yes. **Inventors are creating new devices to help people with disabilities.** A machine that allows you to see with your tongue is one example of such a device. I have always enjoyed learning about inventors and the things they create.

What does the central idea tell you about the focus of the essay?

**Relevant Details:** Writers use relevant details as evidence to develop and support their central idea. Details should strongly support the stated central idea. Strong writers do not include unimportant details in their writing.

Read the paragraph above. Cross out an unimportant detail that does not support the central idea.

#### Audience

Writers have an audience in mind when they write. They make choices about what to include based on their audience. Reread the paragraph about how inventors are using technology to help people. Who is the audience?

204 Unit 4 • Expository Writing

Unit 4 • Expository Writing 205

### WRITING

#### ANALYZE THE STUDENT MODEL

Paragraph 1  
Write a detail from Mina's introduction that caught your attention.

Sample answer: What if you could watch a baseball game with your tongue?

Read the first paragraph of Mina's essay. The central idea is highlighted.

Paragraph 2  
What is an example of relevant evidence that Mina uses to support her central idea?

A new invention lets people with vision loss use their tongues to see things.

Circle the phrase that tells how this invention is helping people with disabilities.

### Student Model: Expository Text

Mina responded to the writing prompt: *Write an expository essay about inventors who use technology to help people with disabilities.* Read Mina's essay below.

1 What if you could watch a baseball game with your tongue? Or feel a song on your skin? Someday it might be possible, thanks to new inventors. These inventors could be very important for people who have vision or hearing loss. **Inventors are making new devices to help people with disabilities.**

2 The first source describes an invention that helps people with vision loss see with their tongues. The invention uses special glasses with a camera, as well as a device that goes in your mouth. The glasses send information about what they see to the device. This creates a signal on your tongue, and that signal travels to your brain. The signal allows your brain to see shapes and colors. **(This can allow people with vision loss to see the objects that surround them.)**

3 The second source describes inventors that make it easier for people with vision loss to use technology. For example, a new kind of tablet lets people use braille. Braille is usually raised bumps on paper. Braille lets people with loss of vision read with their fingers. Touch screens are usually smooth, but an inventor

found a way to add braille to a touch screen. Inventors have also created a smart phone with a similar technology. These inventions are very useful because they provide people with vision loss more options for using modern technology and communicating with others.

4 Inventors are also helping people with hearing loss. Scientists are working on using other senses to get information about sound to the brain. For example, there is a special vest that is full of microphones that pick up sounds. The sounds make vibrations. If you wear the vest, you can feel the vibrations on your skin. This creates a signal that your skin can send to your brain. As a result, the vest allows people to hear in a new way.

5 These are some of the ways inventors are using technology to help others. People with vision loss can use special glasses to see with their tongues. They can also use new kinds of touch screens and smart phones. People with hearing loss can use a new vest that lets them feel sounds. These inventions can be a great help to people with disabilities.

### EXPOSITORY ESSAY

Paragraph 3  
Reread the third paragraph. Underline examples of elaboration that Mina uses. What important detail does this elaboration support?

New inventions help people with vision loss use technology.

Paragraph 4  
What is an example of a signal, or linking, word or phrase Mina uses to connect her ideas?

Sample answer: For example, As a result.

Reread the conclusion. Underline the idea that Mina repeats from paragraph 1.

Apply the Rubric  
With a partner, use the rubric on page 204 to discuss why Mina scored a 4 on her essay.

206 Unit 4 • Expository Writing

Unit 4 • Expository Writing 207

### WRITING

#### Analyze the Prompt


**Writing Prompt**  
Write an expository essay to explain to your class how the special abilities and qualities of animals are being used to help people.

**Purpose, Audience, and Task** Reread the writing prompt. What is your purpose for writing? My purpose is to \_\_\_\_\_

Who will your audience be? My audience will be \_\_\_\_\_

What type of writing is the prompt asking for? \_\_\_\_\_

**Set a Purpose for Reading Sources** Asking questions about what special abilities and qualities animals have will help you figure out your purpose for reading. It also helps you understand what you already know about the topic. Before you read the passage set about animals helping humans, write a question here.



Read the following passage set.

**1** Scooter and Molly wait patiently in a corner of the library. They are not reading. They don't have library cards. They don't even know what a book is. Scooter and Molly are special dogs called therapy animals. Their job is to listen. They have been trained for the job.

**2** These dogs are participants at the Wadleigh Memorial Library in New Hampshire in a program called Paws to Read. Though it's a busy day at the library, these dogs don't bark or run around. They come here to sit quietly while kids read to them. **Reading to dogs makes reading more enjoyable.** "The children always have smiles on their faces," says Bill Dahlkamp from Support Dogs, Inc.

**3** Why do kids read books to dogs? For those struggling with reading, or for kids who just like to read aloud, reading to a dog is fun. And unlike other kids, dogs never giggle if you mispronounce a word.

**4** One volunteer who brings her dog to the library explains. There is a lot less pressure reading to a dog. Dogs are completely accepting. "Even three-year-olds get interested in reading to a dog."

**5** The dogs at this library today seem interested in the kids, especially Scooter. Scooter is a long-haired Cocker Spaniel. A girl strokes Scooter's fur. Scooter sits patiently as the girl sounds out some words.

### EXPOSITORY ESSAY

#### FIND TEXT EVIDENCE

Paragraph 1  
Read paragraph 1. Who are Scooter and Molly?

therapy dogs.

Paragraph 2  
Read the highlighted central idea in paragraph 2. Draw a box around a detail that supports it.

Paragraphs 3-4  
Underline ways that reading to a dog is helpful. Summarize them. Reading to dogs is fun, and dogs don't laugh at you.

Paragraph 5  
Read the highlighted details in paragraph 5. How do these details support the central idea?

The details support the central idea that reading to dogs is enjoyable.

Take Notes Summarize the central idea and give examples of relevant details.

208 Unit 4 • Expository Writing


Unit 4 • Expository Writing 209



### WRITING

**2** SOURCE

## Parrot Pals



Paragraph 6: Read the highlighted central idea in paragraph 6. **Paragraph 7:** Read the highlighted detail in paragraph 7. How does this detail support the central idea? *The detail supports the central idea that people are helping parrots, just as parrots are helping people.*

Paragraph 8: **Underline** the special ability of parrots. **Paragraphs 9–10:** There are many benefits to caring for a parrot. Write three. *It gives people something interesting to do, it's relaxing to have a pet parrot, and it helps the veterans talk to people.*

**Take Notes:** Summarize the central idea and give details that support that idea.

### EXPOSITORY ESSAY


**3** SOURCE

## A Dog's SUPER POWER

Paragraphs 11–12: Read the highlighted central idea in paragraph 11. **Underline** text evidence in paragraph 12 that supports the central idea. **Paragraphs 13–14:** What is another way dogs help people and the environment?

**My Plan:** Compare parts of the dog and human brain that are colored in red. Explain what this tells us about a dog's sense of smell.

**Take Notes:** Summarize the central idea. Give details that support that idea.



The olfactory bulb is where smells are analyzed in the brain.

### WRITING

**My Goal:** I can synthesize information from three sources.

**TAKE NOTES:** Read the writing prompt below. Use the three sources, your notes, and the graphic organizer to plan a response.

**Writing Prompt:** Write an expository essay to explain to your class how the special abilities and qualities of animals are being used to help people.

**Synthesize Information:** Review the evidence recorded from each source. How does the information show how animals can use their abilities to help people?

### Plan: Organize Ideas

Central Idea	Supporting Ideas	Relevant Evidence												
Sometimes the best way to solve a human problem is to use an animal for help.	Animals have special abilities and qualities.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Source 1</th> <th>Source 2</th> <th>Source 3</th> </tr> </thead> <tbody> <tr> <td>Dogs can be patient, gentle, and good listeners.</td> <td>Parrots can repeat human words.</td> <td>Dogs have a powerful sense of smell.</td> </tr> <tr> <td>Dogs can be trained to be calm and good around kids.</td> <td>Parrots can be trained to say certain things.</td> <td>Dogs can be trained to sniff out certain scents.</td> </tr> <tr> <td>Sometimes new readers can be shy and reading to a dog can make them feel more at ease.</td> <td>Taking care of and talking with a parrot can help people with PTSD.</td> <td>A dog's sense of smell can help people save endangered species.</td> </tr> </tbody> </table>	Source 1	Source 2	Source 3	Dogs can be patient, gentle, and good listeners.	Parrots can repeat human words.	Dogs have a powerful sense of smell.	Dogs can be trained to be calm and good around kids.	Parrots can be trained to say certain things.	Dogs can be trained to sniff out certain scents.	Sometimes new readers can be shy and reading to a dog can make them feel more at ease.	Taking care of and talking with a parrot can help people with PTSD.	A dog's sense of smell can help people save endangered species.
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Sometimes new readers can be shy and reading to a dog can make them feel more at ease.	Taking care of and talking with a parrot can help people with PTSD.	A dog's sense of smell can help people save endangered species.												
Animals can be trained by people.														
People have problems that animals can help with.														

### EXPOSITORY ESSAY

Unit 4 • Expository Writing 213

### WRITING

## Draft: Strong Introduction

**Strong Opening:** Use a strong opening to introduce your topic. One way to introduce your topic is to use questions or surprising facts to grab the reader's attention. A strong opening states the topic in a way that makes the reader want to keep reading.

**Reread** the opening paragraph of Mina's essay about inventors helping people with disabilities. Talk with a partner about how Mina grabs your attention. Then use text evidence to answer the question.

*What if you could watch a baseball game with your tongue? Or feel a song on your skin? Someday it might be possible, thanks to new inventions. These inventions could be very important for people who have vision or hearing loss. Inventors are making new devices to help people with disabilities.*

**How does Mina make you want to keep reading?**

*Sample answer: Mina begins with questions that surprise me. I want to find out more about using your tongue to see or your skin to hear.*

**Draft:** Use your graphic organizer and the example above to write your draft in your writer's notebook. Before you start writing, review the rubric on page 204. Start with a strong introduction and include details to support your central idea.

### EXPOSITORY ESSAY

## Revise: Peer Conferences

**Review a Draft:** Listen actively to your partner. Take notes about what you liked and what was difficult to follow. Begin by telling what you liked. Use these sentence starters.

*I think your introduction...*

*I like the evidence that supports the central idea because...*

*What did you mean by...*

**After you finish giving each other feedback, reflect on the peer conference. What suggestion was the most helpful?**

**Revision:** Use the Revising Checklist to help you figure out what text you need to move, elaborate on, or delete. After you finish writing your final draft, use the rubric on pages 240–243 to score your essay.

**Revising Checklist**

- Do I have a strong central idea?
- Do I have enough relevant evidence to support my central idea?
- Do I use signal, or linking, words to show connections between my ideas?
- Do I have a strong introduction?

**Next, you'll write an expository essay on a new topic.**

My Score			
Purpose, Focus, & Organization (4 pts)	Evidence & Elaboration (4 pts)	Conventions (2 pts)	Total (10 pts)

Sample Pages

Literature Anthology: Grade 1 Unit 2

**Genre Fantasy**

**Essential Question**  
How do people help out in the community?

Read about an elephant who loves books.

Go Digital!

# Nell's Books

by Miriam Cohen  
Illustrated by Emilie Chollat

Nell liked to read. She liked it a lot. Nell could sit and read **all day long**.

"Will you play with us, Nell?" **called** Cat and Dog. "Shh!" said Nell. "I am reading."

**Genre Nonfiction**

**Compare Texts**  
Read about how kids can help out.

**Read Together**

# Kids Can Help!

How can kids help the neighborhood?  
Kids can help grow a **garden**! It is fun to plant seeds and help them grow.

A community garden is a great place to help. The plants are pretty to look at, fresh fruits

**Read Together**

## Meet the Author

Miriam Cohen says, "I have always loved elephants because they are smart animals that do nice things for other elephants. I imagined an elephant that was so smart she could read. I had fun writing about how she shared her love of books with her friends."

**Author's Purpose**  
Miriam Cohen wanted to tell about an animal that helps its community. Draw an animal helping its community. Write about it.

**Respond to the Text**

**Retell**  
Use your own words to retell *Nell's Books*. Tell who the characters are, where they are, and what happens to them.

Character	Setting	Events

**Write**  
Extend the story to tell what Nell might do next. Use these sentence starters:

Nell wants to...  
Her friends help by...

**Make Connections**  
How does giving books out help a community?  
ESSENTIAL QUESTION



Sample Pages

Literature Anthology: Grade 4 Unit 4


**Genre - Realistic Fiction**

Excerpt from  
**The Talented Clementine**  
 by Sara Pennypacker  
 pictures by Marla Frazee

Clementine has a big problem. She has no talents, and tonight is the big Talent-Palooza. Every third and fourth grader will be dancing, singing, or turning cartwheels—except Clementine. Even Margaret, her best friend, has an act. Now Clementine has to tell Mrs. Rice, the principal, and Margaret's teacher why she won't be performing. What can Clementine say? For once, she is completely out of ideas.

**Essential Question**  
 How can you use what you know to help others?  
 Read about how Clementine finds her special talent.

Go Digital!

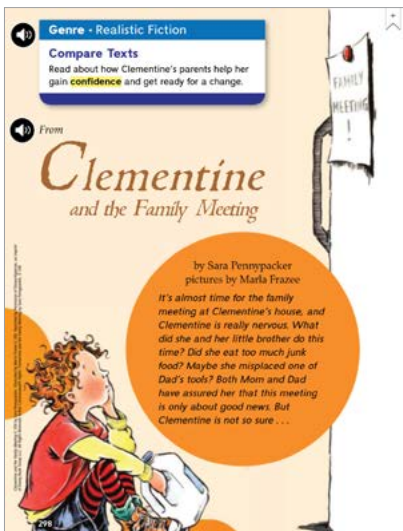


**Genre - Realistic Fiction**

**Compare Texts**  
 Read about how Clementine's parents help her gain confidence and get ready for a change.

From  
**Clementine and the Family Meeting**  
 by Sara Pennypacker  
 pictures by Marla Frazee

It's almost time for the family meeting at Clementine's house, and Clementine is really nervous. What did she and her little brother do this time? Did she eat too much junk food? Maybe she misplaced one of Dad's tools? Both Mom and Dad have assured her that this meeting is only about good news. But Clementine is not so sure . . .



When I walked into the auditorium, I saw Margaret's teacher and Mrs. Rice sitting at the side of the stage on tall director's chairs. I tried to hide, but Margaret's teacher saw me. She looked down at her clipboard and frowned. Then she yelled so loud all the kids in the auditorium stopped what they were doing to listen.

"Clementine, I don't seem to have you listed here. No matter, we'll fit you in. What's your act?"

I went over there and whispered in her ear that I didn't have one. I hoped the kids watching thought I was saying I couldn't choose one because I had too many talents.

"What do you mean, you don't have one?" Margaret's teacher yelled, even though I was right there.

Okay, fine. Maybe she didn't yell it. But all the kids were listening so hard, they heard anyway.

"Hey, Clementine," one of the fourth graders called out. "Your face looks like it's burning up! Maybe that could be your act!"



About a million kids laughed, even though he was N-O-T, not funny. But he was right—when I got embarrassed my face gets red and hot. So I didn't yell anything back to him. I just stood there with my red, hot face hanging down.

Mrs. Rice called me over. "Come sit beside me, Clementine," she said. "You can keep me company during the rehearsal."



My dad . . . "We are . . ."

"Very lucky."

"What's on the agenda?" I asked.

"I'm getting to that," my dad said. "Now, families change. They grow. It's hard to believe, but you're eight and a half now, and your brother's almost four."

I clapped my hands over my brother's ears. "Should we have a surprise party for him? You know what would make a great present? A gorilla!"

"His birthday's not for a few months," my mom said. "I vote we table that discussion for another time."

"Well, so what's the good thing we have to talk about tonight?" I asked.



**About the Author and Illustrator**

Sara Pennypacker was shy as a girl. She loved books, art, and baseball. In fact, her dream was to play major league baseball. Sara has not yet lived her baseball dream. But she has been able to combine her other two loves. She works with books and art! First she was a watercolor painter with her own studio. After that, she started writing children's books.

Marla Frazee has written and illustrated five books. She has also illustrated many other books, including the Clementine series. Marla studied art at a college in California. Now, in addition to writing and illustrating, she shares her talents by teaching other people how to create illustrations for children's books.

**Author's Purpose**  
 Why do you think the author chose Clementine as the story's narrator?

**Respond to the Text**

**Summarize**  
 What are the most important events in this story? Your Plot Character Development Chart may help you summarize.

**Write**  
 Why do you think Clementine develops, or changes, from the beginning of the story to the end? Use these sentence starters to focus your discussion.

In the beginning of the story, Clementine is . . .  
 By the end, Clementine is . . .  
 Clementine changes because . . .

**Make Connections**  
 How does Clementine use what she knows to help others? **ESSENTIAL QUESTION**  
 Why do people perform in talent shows? **TEXT TO WORLD**






## Grounded in the Science of Reading

### Put Evidence-Based Practices to Work in Your Classroom

By drawing upon decades of literacy research, and the expertise of preeminent reading researchers, including Dr. Doug Fisher and Dr. Tim Shanahan, Wonders was built to deliver high-quality literacy instruction, supported by the science of reading. Scientific research has led to the identification of key pillars that need to be addressed in literacy programs:

- **Foundational Skills**

*Wonders* presents a sequence of research-aligned learning activities in its grade-level placements, sequences of instruction, and instructional guidance across Phonemic Awareness, Phonics/Decoding, and Text Reading Fluency.

- **Vocabulary, Language, and Comprehension**

*Wonders* provides explicit, research-based lessons in vocabulary and other language skills, guidance for high-quality discussions, and lessons aimed at building the executive functions that promote reading comprehension, including: Building Knowledge/Using Knowledge, Text Complexity, and Comprehension Strategies.

- **Quality of Instruction**

Quality of instruction addresses topics that have implications for all learners:

- **English Language Learners** *Wonders* employs research-based ELL routines that support comprehension and language development across all four language domains.
- **Writing and Conventions of English** *Wonders* honors the reciprocal relationship between reading and writing. Students learn to write in response to what they've read and learned, write and cite text evidence, and follow the writing process.
- **Social and Emotional Learning** *Wonders* helps students forge their own learning paths by focusing on student agency and competencies, including self-confidence, problem solving, and pro-social behavior.



Dr. Doug Fisher



Dr. Tim Shanahan

## Every Teacher Can Be Ready From Day One

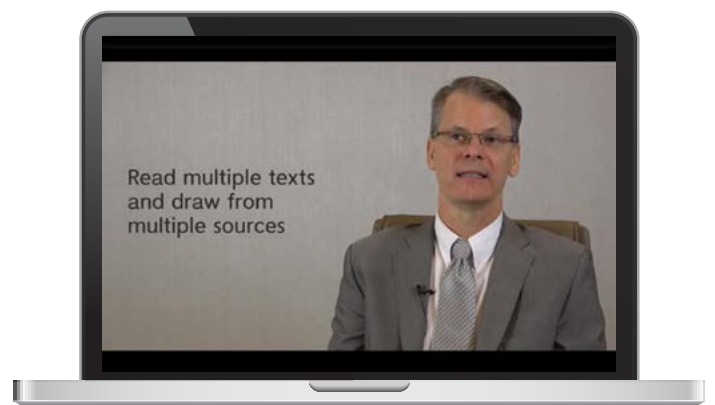
### With on-demand, point-of-use support, assistance is at your fingertips to get the most out of Wonders.

The Wonders Basics module provides extensive guidance to help you effectively and easily implement Wonders. This module includes an introduction to the curriculum, the instructional path, an overview of resources, and guidance for administering placement and diagnostic assessments.

Additional professional learning support is provided via:

- A small-group management support module with model classroom videos.
- Author videos for ELL and SEL topics.
- Model classroom videos on key instructional topics.
- Video-based ready-to-teach modules, designed to support district coaches and facilitators as they deliver on-site or remote Wonders support sessions.

[www.mheducation.com.sg/wonders](http://www.mheducation.com.sg/wonders)



## Develop Critical Readers, Writers, Communicators, and Thinkers

### Wonders Instructional Model

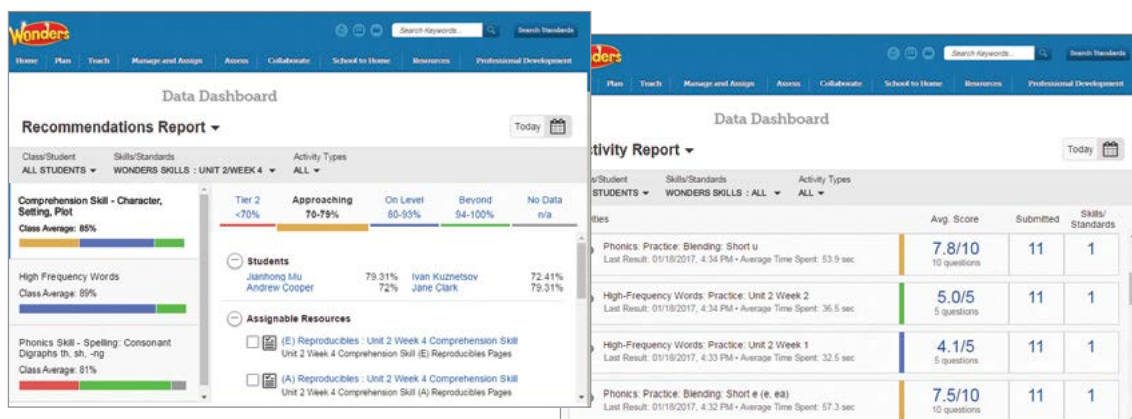


## Prepare for Success from the First Day to Test Day

### Actionable Data and Informed Decisions

The *Wonders* Data Dashboard enables you to use data to inform your instruction. It allows you to develop assessment-capable learners with the help of a robust reporting tool that aggregates performance data from student assessments and activities to:

- Enable leveled reteaching and targeted assignments.
- Group and regroup students automatically and recommend differentiated lessons.
- Report results at the individual, class, and district levels.
- Easily share learning goals with administrators, families, and students.



[View ISBN List on page 145](#)



<https://bit.ly/3HbPPkA>

WALKTHROUGH

## 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 Components Summary

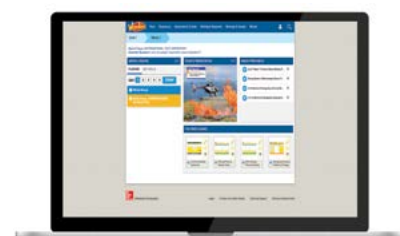
### Wonders® Package Options

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 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.

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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

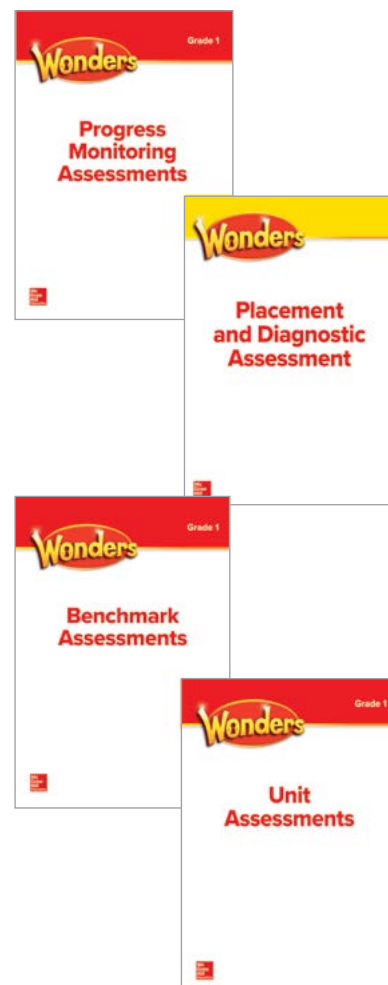
Assess progress toward end-of-year goals.

## 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

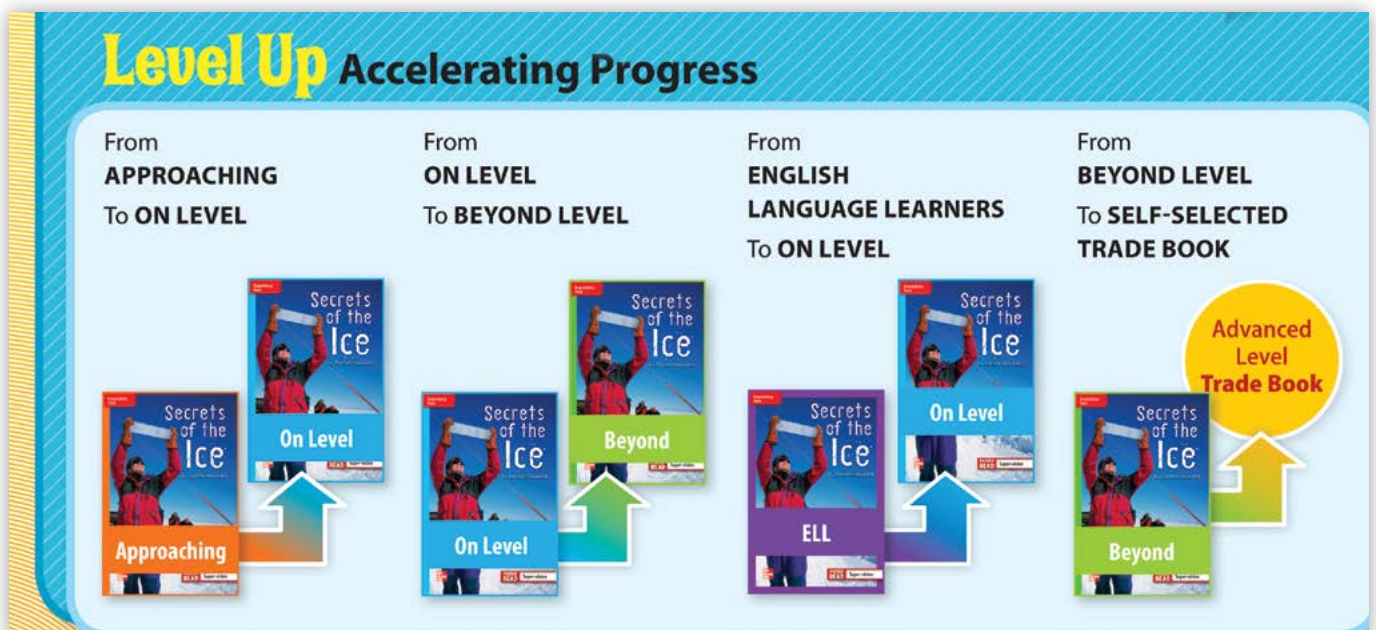
Differentiate text for:

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.

<b>Approaching</b>	one grade below
<b>On-Level</b>	at grade level
<b>Beyond</b>	one grade above
<b>ELL</b>	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



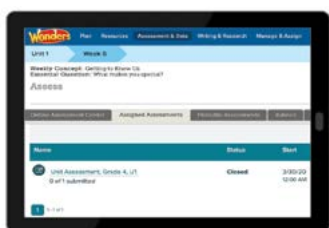
## Teach It Your Way

### 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.



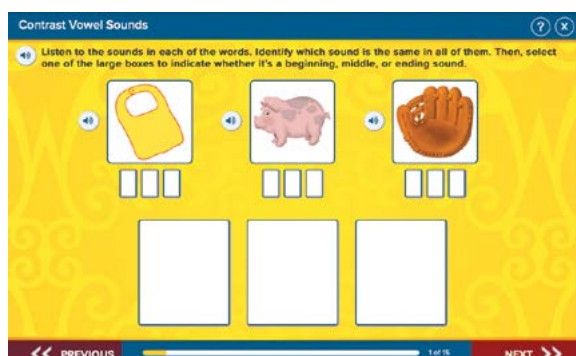
Assessment



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.

Building Materials



**Read**

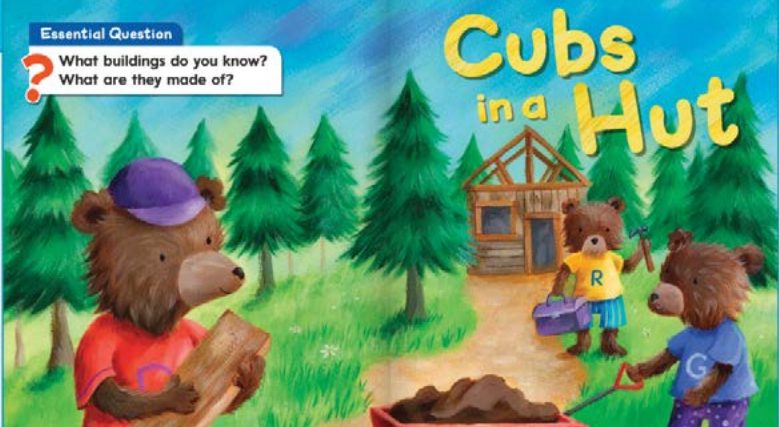
**Shared Read**

**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.

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

## Cubs in a Hut



Fantasy

**Read**

**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

**Read**


**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



**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.

50 Unit 2 • Week 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 author show that homes are often built to fit their environment?

Buildings All Around 61

60 Unit 2 • Week 2

**Research and Inquiry**

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**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 4** Write what you learned about your building.

.....

.....

.....

.....


**Step 5** Draw your building. Use labels to give information about your building.



62 Unit 2 • Week 2

**Integrate Make Connections**

**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 home 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.

Buildings All Around 65

64 Unit 2 • Week 2

# 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 \_\_\_\_\_

# REMEMBERING HURRICANE KATRINA

### REALISTIC FICTION

**FIND TEXT EVIDENCE**  
**Read**  
Paragraphs 1-2  
**Point of View**  
Draw a box around the pronouns in paragraphs 1 and 2 that show 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.

### SHARED READ

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

**Context Clues**  
Circle the context clue in paragraph 5 that helps you figure out the meaning of *devised*. Write the meaning below.

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

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

I knew a lot 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 give them to the kids at the Astrodome because

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

I'll never forget the day when we entered the Astrodome 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.

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

"Hector?"

"St. yes, hi, Jeannie."

"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 me, but I'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 Astrodome.

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

### Reread | 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 food for people in need.  
What are some words associated with generosity?

**gingerly**  
I stepped **gingerly** into the cold water of the lake.  
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 food 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?

### REALISTIC FICTION

**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 Astrodome because donating the toys would help bring some happiness.

### Reread | 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.

**Quick Tip**  
A story told from a first-person point of view uses the pronouns *I*, *me*, and *my*. A story told from a third-person point of view uses the pronouns *he*, *she*, *his*, and *hers*. When a story is told by a first-person narrator, the reader experiences everything the narrator sees, feels, and thinks.

**Details**  
Hector remembers watching the hurricane victims slowly shuffling along with faces full of sadness.  
Hector noticed a little boy hugging an old teddy bear and realized he had to do something.

**Point of View**  
The narrator uses the pronouns *I*, *me*, and *my* to tell the story.

### REALISTIC FICTION

**Author's Craft**  
How did Hurricane Katrina influence Hector's actions?

**Point of View**  
In a partner, read aloud the logue on page 5. Take turns drawing the lines of Hector and his friends. Say your lines with expression, as the characters would.

### Reread | SHARED READ

**Respond to Reading**  
Discuss the prompt 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 organize your ideas.

- The first part of the story tells about . . .
- The middle of the story tells about . . .
- The end of the story tells about . . .

**Grammar Connections**  
As you write your response, remember to use the correct verbs for present and past tenses. For example, in the present tense, Hector *is* making/wants. In the past tense, Hector *was* making/wanted.

### Integrate | 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**

### Aguinaldo

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

**Quick Tip**  
Work with a partner. Discuss how the characters would sound if they were talking to each other. Would they speak loudly or quietly, in a friendly or unfriendly tone? Act out the dialogue in the first four paragraphs on page 187. As you read the dialogue, use gestures and facial expressions. Use these sentence starters to discuss the dialogue.

- The dialogue between Ben characters helps the reader understand.
- I think Elena and Marilia will...

**How does the author use dialogue to show the relationship between Elena and Marilia?**

**Quick Tip**  
Talk with a partner. Discuss how the characters would sound if they were talking to each other. Would they speak loudly or quietly, in a friendly or unfriendly tone? Act out the dialogue in the first four paragraphs on page 187. As you read the dialogue, use gestures and facial expressions. Use these sentence starters to discuss the dialogue.

- The dialogue between Ben characters helps the reader understand.
- I think Elena and Marilia will...

**Table:**

Clues	Elena and Marilia

**Reread PAIRED SELECTION**

### Partaking in Public Service

There is no doubt about it: Volunteering is an important part of American life. About 27% of us volunteer 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 raise money for local charities. The volunteer opportunities are limitless.

**Figure:** Top Four Volunteer Activities for Kids

**Table:**

Activity	Percentage
Planting trees	21%
Collecting food and clothing	18%
Planting gardens	15%
Helping at a community event	12%

**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" Blast, Aguinaldo, and "Partaking in Public Service"?

**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.

**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" Blast, Aguinaldo, and "Partaking in Public Service"?

**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.

**Presenting Checklist:**

- Rehearse in front of a friend. Ask for feedback.
- Did you speak slowly and clearly, with expression?
- Did you get the audience's attention?
- Did you cover all the ideas you planned?
- Did you give proper contact information to the viewer?

**WRITING**

### Expert Model

Realistic fiction is a form of narrative text. It tells a made-up story that could 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

**Plan; Choose Your Topic**

**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...
- I will end my story with...

**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 character?
- Are proper nouns capitalized?
- Are quotation marks used correctly in dialogue?
- Are possessive nouns and contractions used correctly?
- Are all words spelled correctly?

**Grammar Connections:** When you proofread your essay, you may need to double-check any possessives and contractions. You might end up with, for example, "his" when you mean "his," or "your" when you mean "your."

**Publish, Present, and Evaluate**

**Presenting Checklist:**

- Stand or sit up straight
- Speak clearly and with expression
- Use a different voice for each of your characters
- Gesture as you read sensory words to help listeners visualize

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

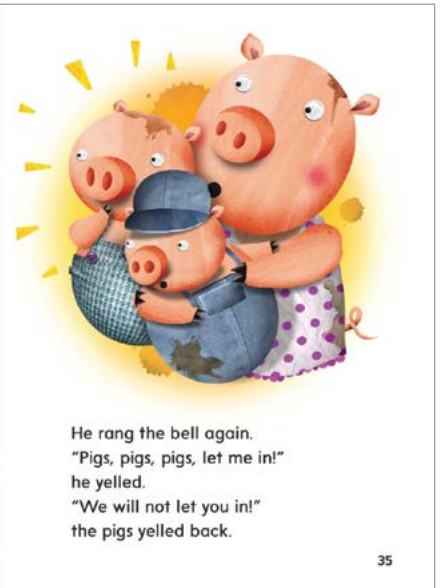
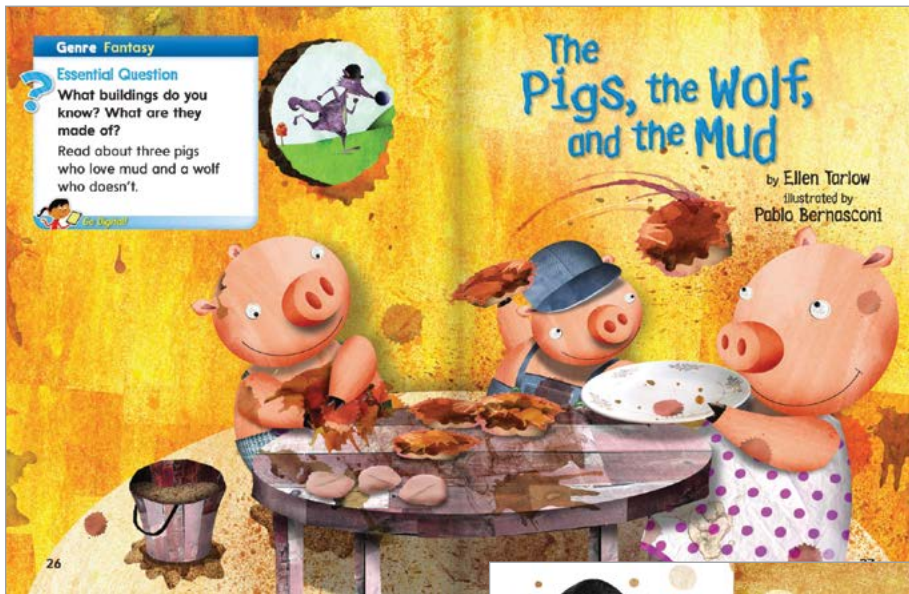
**Table:**

4	3	2	1
<ul style="list-style-type: none"> <li>has a clear beginning, middle, and end</li> <li>writing includes rich sensory details</li> <li>realistic dialogue develops characters and plot</li> <li>few or no errors in spelling or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>has a beginning, a middle, and an end</li> <li>writing includes some sensory details</li> <li>dialogue somewhat develops characters and plot</li> <li>some errors in spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>tells a story, sometimes out of sequence</li> <li>satisfactory use of dialogue</li> <li>errors in dialogue that might confuse the reader</li> </ul>	<ul style="list-style-type: none"> <li>told in a non-narrative style with no time order</li> <li>includes no sensory details</li> <li>very little or unsatisfactory dialogue</li> <li>many errors make it difficult to follow</li> </ul>




# Sample Pages

Authentic Literature: Grade 1



**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	Events

**Write**  
Look at pages 40 to 41. 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**



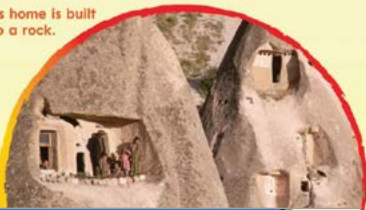
**Genre Nonfiction** **Read Together**

**Compare Texts**  
Read about the different homes people make.

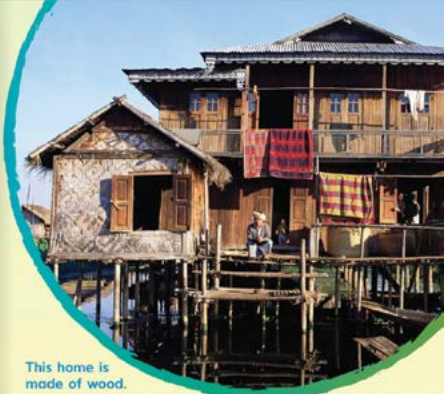
## Homes Around the World

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.**

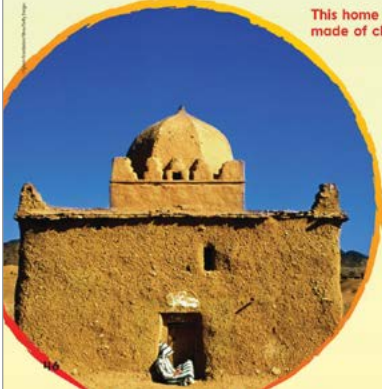


This is a good home for a wet place. There is a lot of water here. The stilts help keep this home dry.


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?

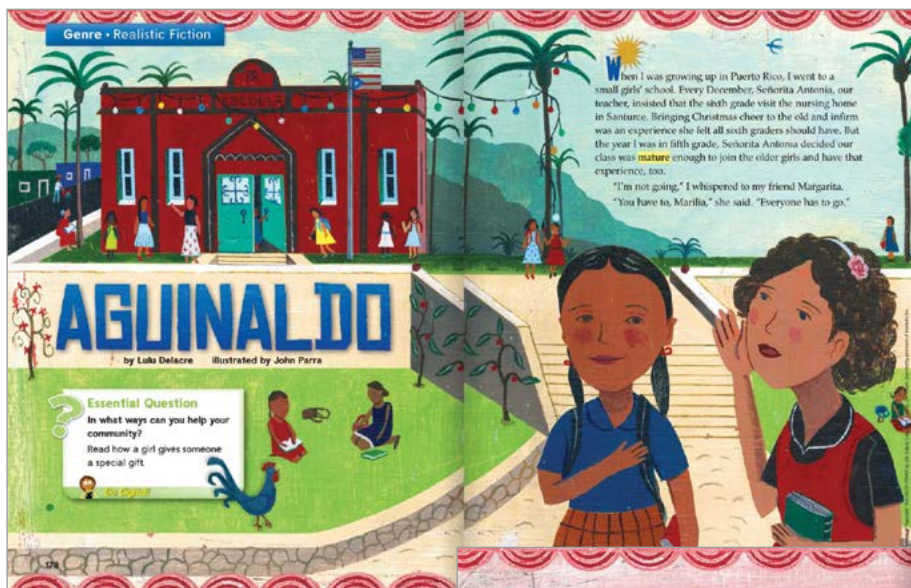
**Make Connections**  
Which home do you think the pigs in *The Pigs, the Wolf, and the Mud* would like? Why? **Essential Question**

47



Sample Pages

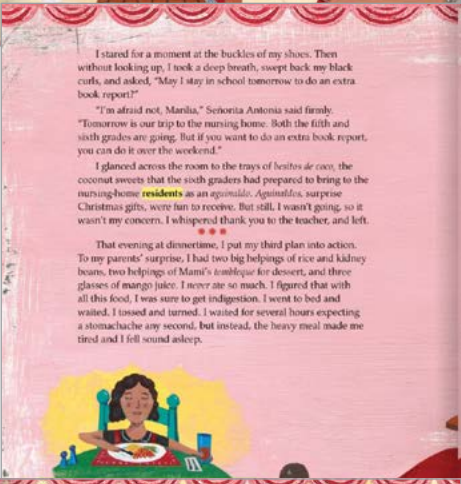
Authentic Literature: Grade 4



When I was growing up in Puerto Rico, I went to a small girls' school. Every December, Señora Antonia, our teacher, insisted that the sixth grade visit the nursing home in Santurce. Bringing Christmas cheer to the old and infirm was an experience she felt all sixth graders should have. But the year I was in fifth grade, Señora Antonia decided our class was **mature** enough to join the older girls and have that experience, too.

"I'm not going," I whispered to my friend Margarita.

"You have to, Marilia," she said. "Everyone has to go."

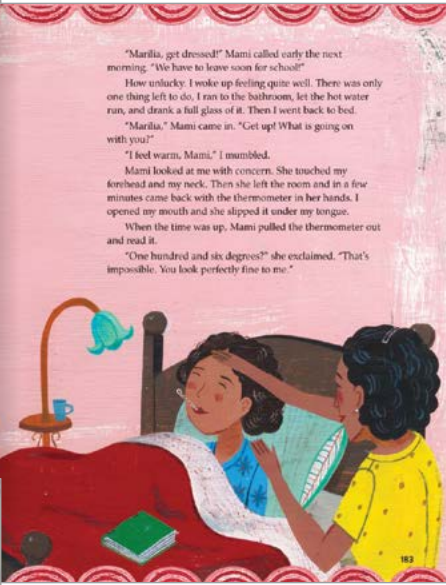


I stared for a moment at the buckles of my shoes. Then without looking up, I took a deep breath, swept back my black curls, and asked, "May I stay in school tomorrow to do an extra book report?"

"I'm afraid not, Marilia," Señora Antonia said firmly. "Tomorrow is our trip to the nursing home. Both the fifth and sixth grades are going. But if you want to do an extra book report, you can do it over the weekend."

I glanced across the room to the trays of *leitao de coco*, the coconut sweets that the sixth graders had prepared to bring to the nursing-home residents as an *aguinaldo*. *Aguinaldos*, surprise Christmas gifts, were fun to receive. But still, I wasn't going, so it wasn't my concern. I whispered thank you to the teacher, and left.

That evening at dinnertime, I put my third plan into action. To my parents' surprise, I had two big helpings of rice and kidney beans, two helpings of Mami's *tambique* for dessert, and three glasses of mango juice. I never ate so much. I figured that with all this food, I was sure to get indigestion. I went to bed and waited. I tossed and turned. I waited for several hours expecting a stomachache any second, but instead, the heavy meal made me tired and I fell sound asleep.



"Marilia, get dressed!" Mami called early the next morning. "We have to leave soon for school!"

How unlucky! I woke up feeling quite well. There was only one thing left to do. I ran to the bathroom, let the hot water run, and drank a full glass of it. Then I went back to bed.

"Marilia," Mami came in. "Get up! What is going on with you?"

"I feel warm, Mami," I mumbled.

Mami looked at me with concern. She touched my forehead and my neck. Then she left the room and in a few minutes came back with the thermometer in her hands. I opened my mouth and she slipped it under my tongue.

When the time was up, Mami pulled the thermometer out and read it.

"One hundred and six degrees!" she exclaimed. "That's impossible. You look perfectly fine to me."



"I used to dance so well that men would line up for a chance to dance with me. I had many, many suitors at one time," she said. "I had suitors that serenaded me in the evening and others that brought me flowers. But I didn't go out with all of them. You have to be **selective**, you know."

Too soon we were interrupted by Señora Antonia. It was time to get on the bus and return to school. I didn't want to leave.

"Thank you for the card, Marilia," Elenita said. She opened her hand and gestured for me to give her mine. "I'll keep this card to remember you by."

"I'm sorry you can't see it," I said as I squeezed her hand. For a moment it felt as warm and giving as my own grandma's. "I wished I had brought you a better *aguinaldo*."

"The best *aguinaldo*," Elenita said, "was your visit, Marilia."

As I left, I felt light and warm and peaceful. On the bus ride back, I told my friend Margarita all about our visit. I couldn't wait to come back next year when I was in the sixth grade. I already knew what I would bring Elenita. I would make her a collage. That way she would be able to feel the many textures of my picture, even if she couldn't see it. And maybe I could make the picture of her dancing. I knew she had been very pretty when she was young.

"Are you going to wait until next Christmas to give her your collage?" Margarita asked.

I thought for a moment. "Maybe Mami could bring me back sooner," I said.




As I looked out the window, I remembered how good Elenita's hand felt to touch. It's funny how sometimes things change unexpectedly. Just that morning I didn't want to go at all. But then, I couldn't wait to visit my new friend again. We had gone to the nursing home to give *aguinaldos*. And what a very special *aguinaldo* I had been given—Elenita's friendship.

Reread: Why is Marilia planning on making a collage for Elenita? Reread page 188 to check your understanding.




### ABOUT THE AUTHOR

Lulu Delacre's childhood in Puerto Rico has inspired her as both a writer and an artist. Climbing tamarindo trees, catching lizards, and drawing 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, Lulu has received many awards. She proudly celebrates Latino heritage and traditions in words and color.


### ABOUT THE ILLUSTRATOR

John Parra 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 *Gracias/Thanks*.



### Author's Purpose

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



## Respond to the Text

### Summarize

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

Details
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 understand that Marilia . . .



### Make Connections

What is so special about Marilia's gift?

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"?

### Genre - Expository Text

#### Compare Texts

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

## Partaking in Public Service

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 WIN community service team to recycle electronics. By the time he was 10, 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 reusing 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 Fernandez

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 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 free organic produce to the community and also operates as an educational center. Two years later, Diana received a Brower 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 your color or economic status."

### Evan Green

was only seven years old when he started the Red Dragons 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 Ecosystem Survival (CES) in California. CES uses the donations to buy land in the rain forest and in coral reef 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? ESSENTIAL QUESTION

Describe the role of public service. Use examples from the selections. TEXT TO TEXT




### There is no doubt about it:

Volunteering is an important part of American life. About 27% of us volunteer 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 volunteer 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
Fundraising	25%
General Labor	20%
Collecting/Handing Out Food	15%
Teaching Younger Kids	10%







## 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.





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**

Brrrr! Imagine living in a place where the average annual temperature is an **extraordinary** 10° 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.

**Essential Question**  
 What helps an animal survive?  
 Read about ways different animals adapt to their environments.

137



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.

WonderWorks Interactive Worktext

**Text Evidence**

**1 Talk About It**  
Look at the photograph. Read the title. Talk about what you see. Write your ideas.

What does this title tell you?  
\_\_\_\_\_


Where are the animals?  
\_\_\_\_\_

What are the animals doing?  
\_\_\_\_\_

Take notes as you read the text.

Shared Read Genre • Expository Text

# Animal Adaptations



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**Text Evidence**

**1 Specific Vocabulary**  
Reread the second paragraph. The word *traits* means "special qualities that something or someone has." Underline an example of a physical trait that helps an animal survive. Circle an example of a behavioral trait that helps an animal survive.

**2 Sentence Structure**  
Reread the second sentence in the third paragraph. Circle the commas. Underline the name of each place. What animal lives in these places? \_\_\_\_\_

**3 Comprehension**  
**Main Idea and Details**  
Reread the last two paragraphs. Why can caribou survive in the harsh Arctic tundra? Write two details.  
Caribou can survive because \_\_\_\_\_

Wonders for English Learners Companion Worktext: Intermediate/Advanced Level



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.

[View ISBN List on page 151](#)





## 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 Components 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



[www.mheducation.com.sg/wonders/programs/wonders2017](http://www.mheducation.com.sg/wonders/programs/wonders2017)

## 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.



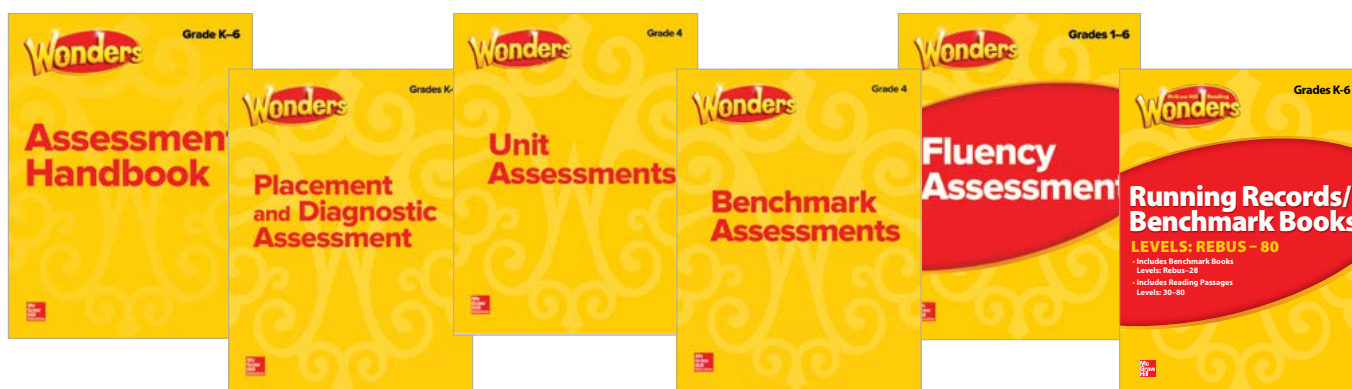
### **Comprehensive classroom system includes:**

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

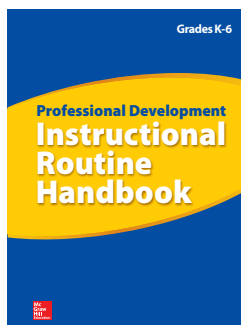
### Ensure your students are prepared for assessments.

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

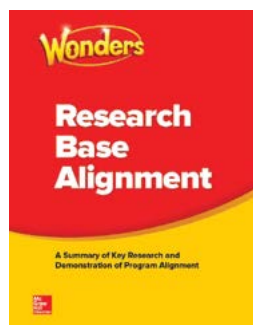


## The Power of Professional Development

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.



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



Summary of key research underlying the program

## Close Reading Companion

### Grade K–6

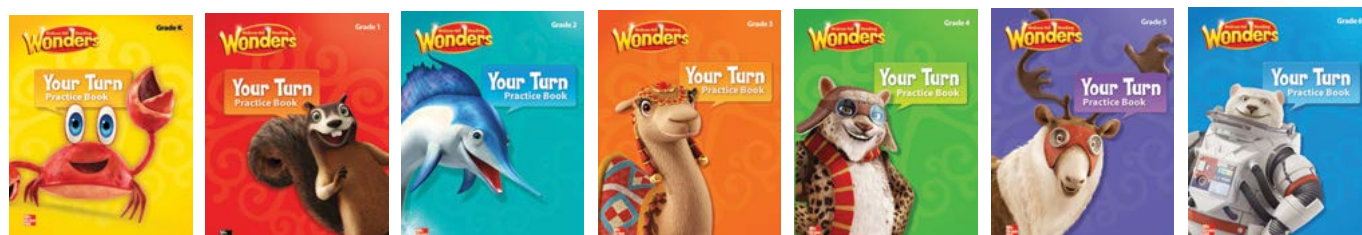
Students learn to “read with pencil in hand” and “read about it, think about it, write about it,” in partners or individually, with a powerful Read-Reread-Integrate routine that develops understanding across a body of connected texts.



## 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.





## 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

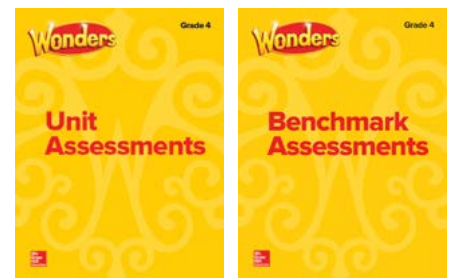


## Unit And Benchmark Assessments

### 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

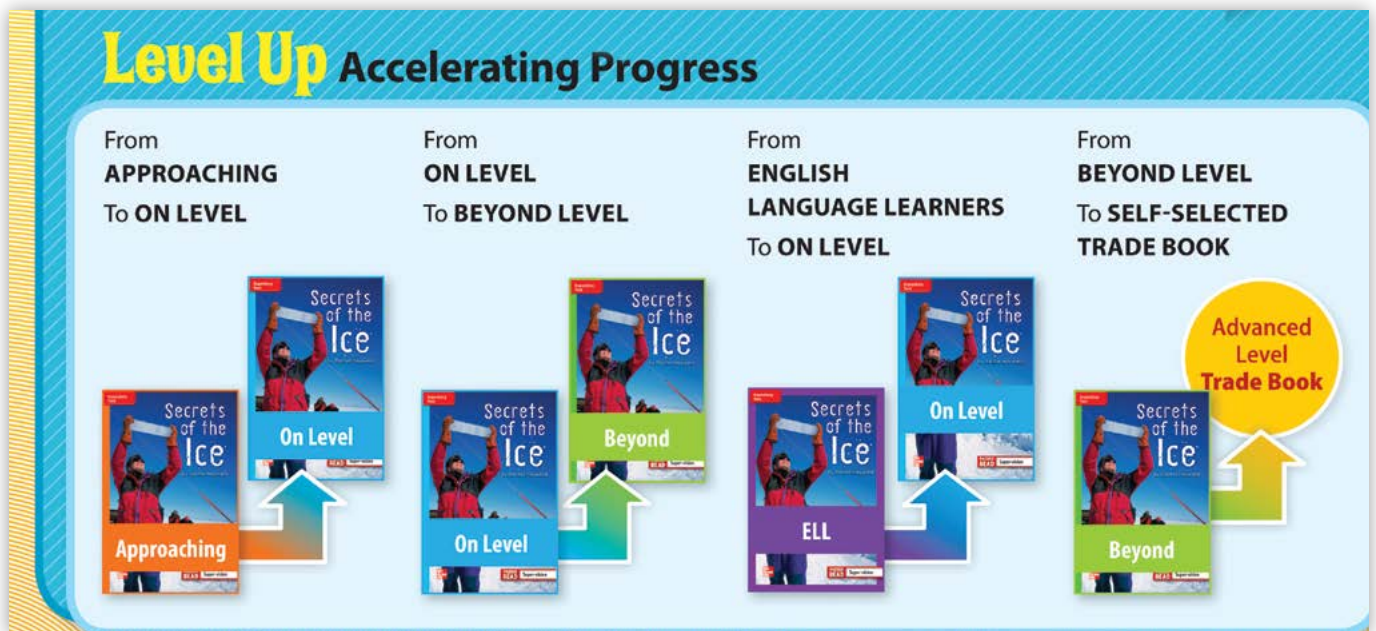
Differentiate text for:

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.

<b>Approaching</b>	one grade below
<b>On-Level</b>	at grade level
<b>Beyond</b>	one grade above
<b>ELL</b>	English Language Learners

### Built-in plan to stretch students to the next level

- Plan for leveling up faster
- Resources designed for scaffoldin
- 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.

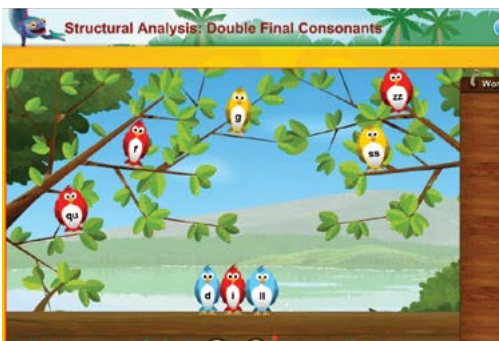


One connected customizable online workspace.

- 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 ermine's fur is brown and white in the winter, it turns white in the snowy ground. This adaptation helps ermine escape its predators.

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

**Talk About It**

Write words you have learned about adaptation. 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.

- alert** Wolves howl to alert other wolves when danger is nearby. How would you alert someone to talk quietly?
- competition** Joe 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** Lily's excellent artwork won first place in the art show. Tell about a time when something you did was excellent.
- prefer** Simon and his friends prefer walking to riding their bikes. What kind of transportation do you prefer?
- protection** The skunk's scent provides protection from its enemies. Tell what you see for protection on every day.
- related** Josh and Jen 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.

**LOOKS 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 holes underground.

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

I'm not sure what the word member means on page 291. I see the words "a part of" in the same sentence. This clue tells me that member means "a 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 292 packs, page 292. 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: Informative Text**

1 How could a small red fox beat a large gray wolf? The habitats of both animals changed when people built towns and roads. Guess which animal adapted better? Wolves have moved away from towns and people. They live in wild areas where they can hunt deer.

2 But red foxes can live in more places than gray wolves can. They raid garbage cans and campsites 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.

**Supporting Words**

How is a helping verb and underlined in the main verb.

**Grammar Handbook**

See page 588.

**Your Turn**

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

**Do Right!**

Write a response using your writing checklist.

Analytical writing opportunities requiring students to write to sources.

**Comprehension Strategy** **Comprehension Skill**

**Reread**

Stop and think about the text as you read. Are there new 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 291.

**Your Turn**

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

**Compare and Contrast**

When 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, alike, same, or different to compare and contrast.

**Find Text Evidence**

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

**Your Turn**

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

**Do Right!**

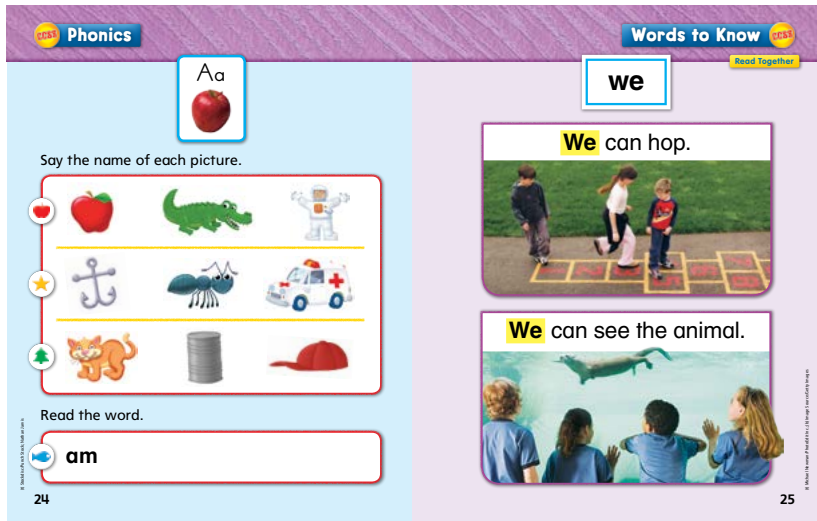
Use the vocabulary graphic organizer.

Teach skills/strategies, genre, and finding text evidence

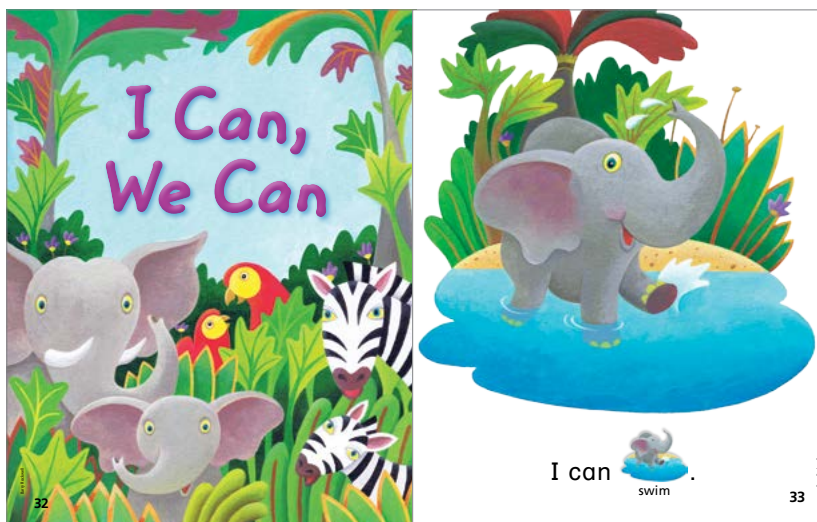
Reading/Writing Workshop: Grade K



Introduce weekly concept



Introduce phonics and high-frequency words



Shared read to practice phonics and high-frequency words

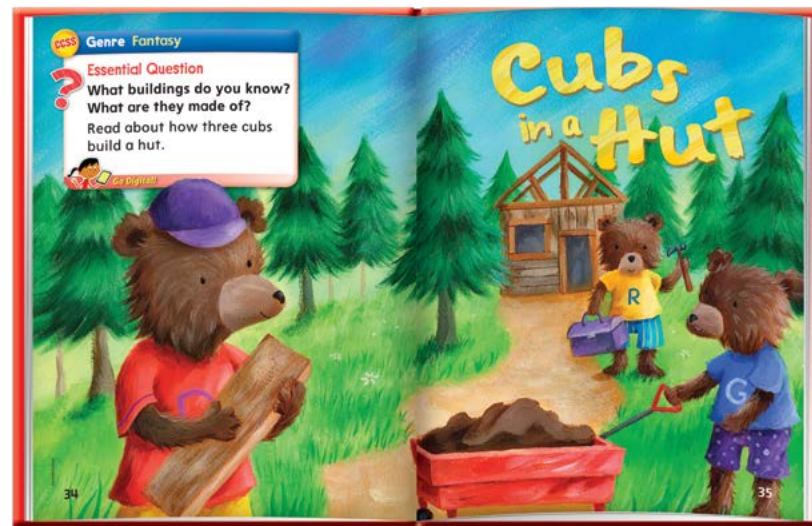


Sample Pages

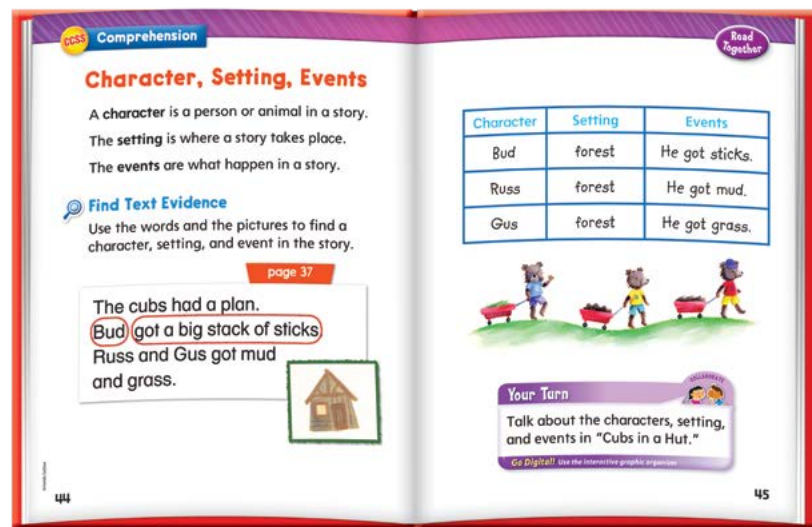
Reading/Writing Workshop: Grade 1



Introduce weekly concept



Shared read to practice phonics and high-frequency words



Minilessons to support text evidence



Reading/Writing Workshop: Grade 5

**Weekly Concept** Consider Our Resources

**Essential Question**  
Why are natural resources valuable?

Go Digital!



## Essential EARTH

Water, Trees, Land, Oil, Minerals. These are just a few of the earth's valuable natural resources.

- Salt is one of our most important natural resources. In this salt marsh, people work to extract salt from the water.
- Natural resources are a necessity for us, but many are limited. As people use natural resources, they must remember to conserve and protect them, too.

**Talk About It**

Talk about words you have learned about the value of natural resources. Then talk about a natural resource you could not live without.



276 277

Introduce concepts and teach collaborative conversation

**CCSS Shared Read** Genre • Expository Text

# Power from NATURE

Wind turbines are placed in open areas.

**Essential Question**  
Why are natural resources valuable?  
Read about the ways natural resources provide energy.

**Renewable and Nonrenewable Energy**  
Click! You just turned on a lamp. A faraway power plant most likely supplied the electricity for that lamp by burning coal. Coal, which has to be extracted from deep within the earth, is a natural resource.

Natural resources are nature's gifts, the riches that exist in the natural world. They include metals and minerals, along with vegetation, soil, and animals in the wild. They include the things that are a **necessity** for all life—water, air, and sunlight.

One important use for natural resources is to provide energy. Energy makes things work. It runs our cars, computers, heating and cooling systems, kitchen appliances, telephones, televisions, and industrial machinery. Where do we get all this energy? Natural resources serve as energy sources.

Energy sources are divided into two categories. Renewable energy sources—such as sunlight and wind—can be renewed, or continuously refilled. They do not run out. In contrast, nonrenewable energy sources can be depleted, or used up. Coal, natural gas, and oil—also called petroleum—fall into this category. Only a limited amount of these substances, called fossil fuels, exists. Nuclear energy is also nonrenewable because it requires uranium. Amounts of uranium are finite, or limited.





Cooling towers at a nuclear facility. A natural gas pipeline.

280 281

Short Reads to teach and model close reading

**CCSS Comprehension Strategy**

## Summarize

To summarize a text, include the most important ideas and key details, use your own words, and organize information in a logical way. Summaries do not include your own opinions or unimportant details. Summarizing helps you check your understanding and remember what you read.

**Find Text Evidence**  
You can check your understanding of the section "Renewable and Nonrenewable Energy" on page 281 by summarizing.

**How It Works**

Natural resources are nature's gifts, the riches that exist in the natural world. They include metals and minerals, along with vegetation, soil, and animals in the wild. They include the things that are a necessity for all life—water, air, and sunlight.

First, I'm going to identify the section's main idea. I see that all the sentences are about natural resources and energy. Next, I see the key details are about renewable and nonrenewable sources.

**Your Turn**  
With a partner, summarize the information in the first paragraph of "Challenges and Problems" on page 282.

**CCSS Comprehension Skill**

## Author's Point of View

Understanding an author's point of view on a topic can help you understand the author's purpose for writing. Details and word choice can give you clues to the author's position. You can also ask: What reasons and evidence does the author use?

**Find Text Evidence**  
In the section "Challenges and Problems" on page 282, the author talks about our energy hunger. Hunger is a powerful word that suggests how much we want energy. The author's point of view is stated directly: Continuing to use nonrenewable energy sources poses problems. Evidence about coal and oil supports this.

<b>Details</b> Burning coal poisons the air. Oil spills can seep into the ocean.	<b>Author's Point of View</b> There are problems with using nonrenewable energy sources.
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**Your Turn**  
Reread the section "Solutions for the Future." Use the author's reasons and evidence as clues to his attitudes and point of view.

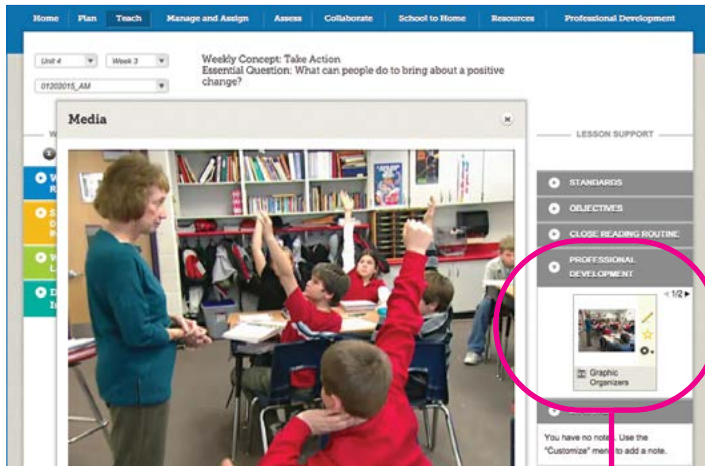
Go Digital!  
Use the interactive graphic organizer.

284 285

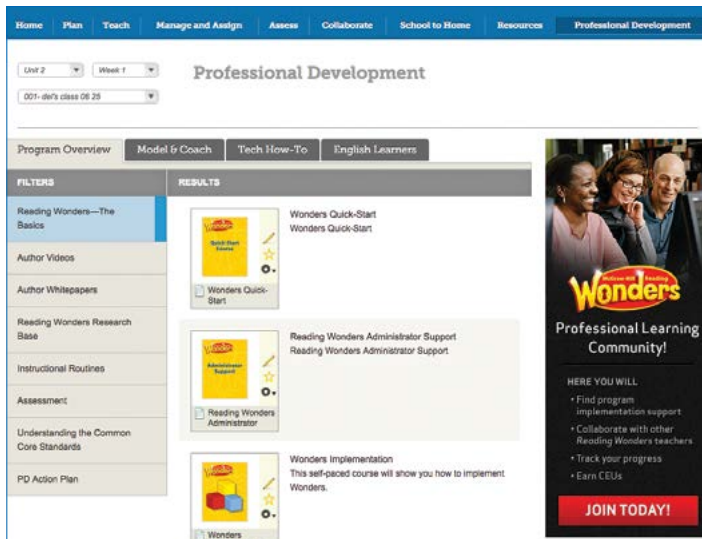
Minilessons to teach close reading using short reads

# Sample Pages

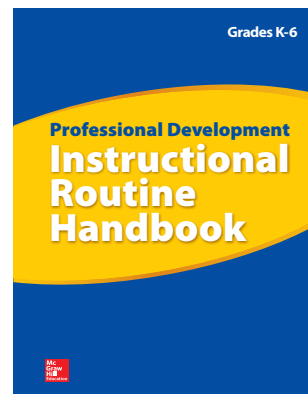
## Professional Development



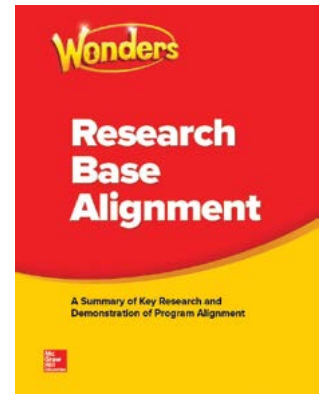
Point-of-use professional development



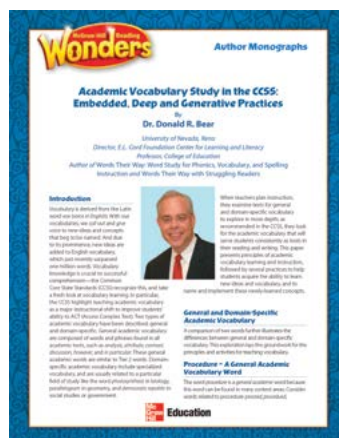
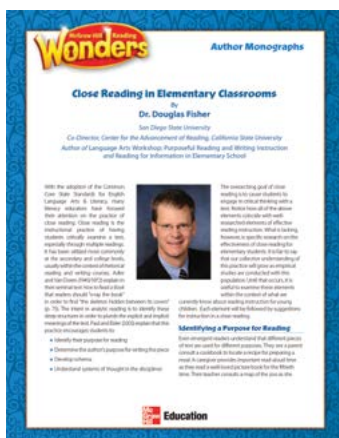
Professional development homescreen



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

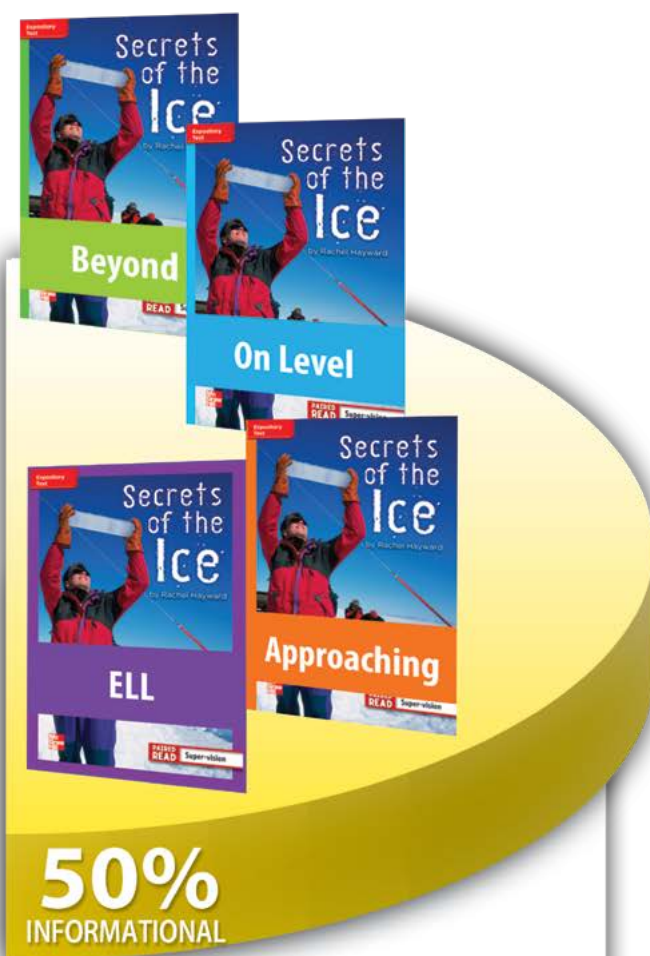


## Leveled Readers



### 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 Components 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.

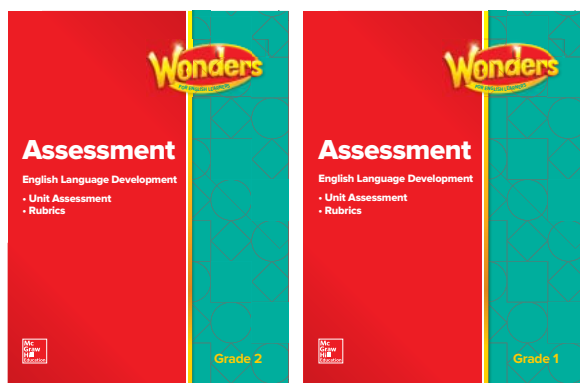


[www.mheducation.com.sg/wonders/programs/wonders-for-english-learners](http://www.mheducation.com.sg/wonders/programs/wonders-for-english-learners)



## 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



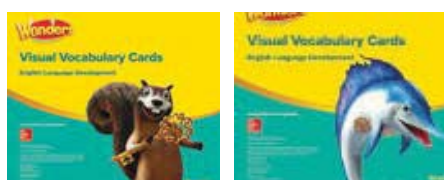
## Oral Language Cards

Grade 2–6



## Visual Vocabulary Cards

Grade 1–6

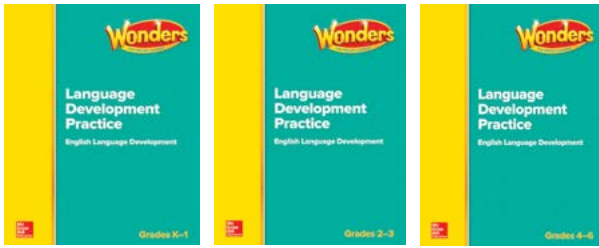


[View ISBN List on page 153](#)

## Language Development Practice BLM

### Grade K–6

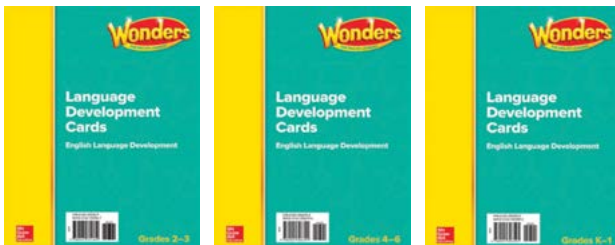
Provides opportunities for students to practice language and grammar skills at their proficiency levels.



## Language Development Cards

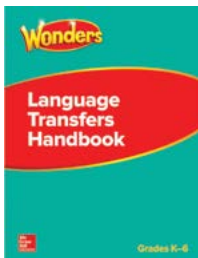
### Grade K–6

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](http://www.mheducation.com.sg/wonders/programs/wonders-for-english-learners)

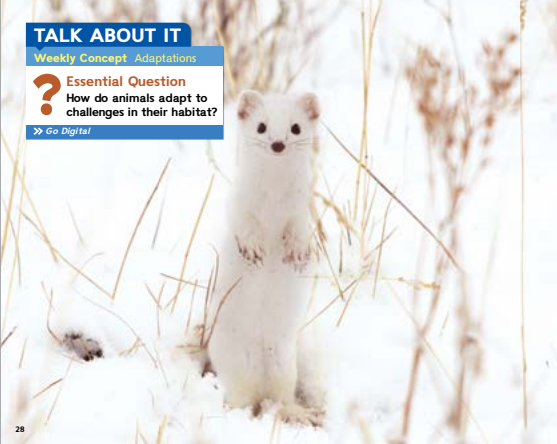


# Sample Pages

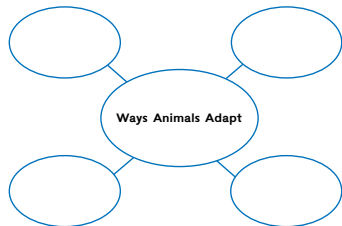
Wonders ELA Companion Worktext  
Grade 3, Unit 4, Beginner Level

**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 **dangers**?

\_\_\_\_\_ 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 \_\_\_\_\_ put things in a box, wild animals case, or bag



Mom packs Ivy's lunch every day.

wild animals put things in a box, case, or bag

**Text Evidence**

**1 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.

**Text Evidence**

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 members of the same family.

**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 ELA 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

**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.

**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?	<b>Text Evidence</b>
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?	<b>Text Evidence</b>
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.

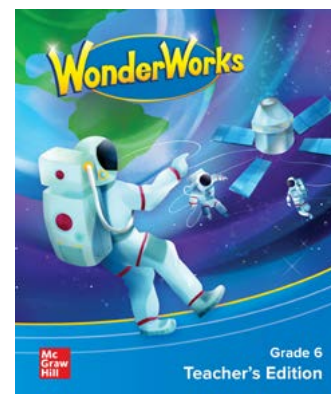
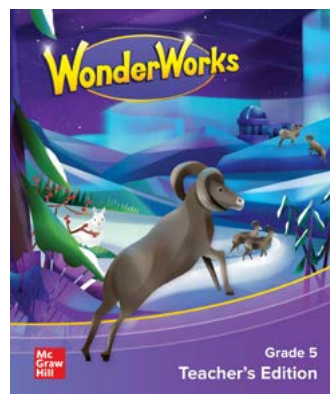
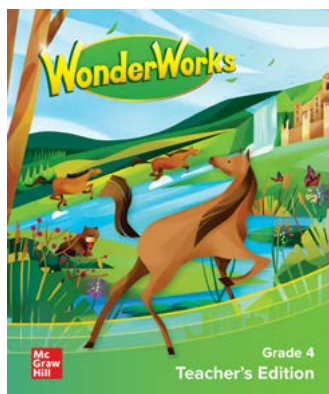
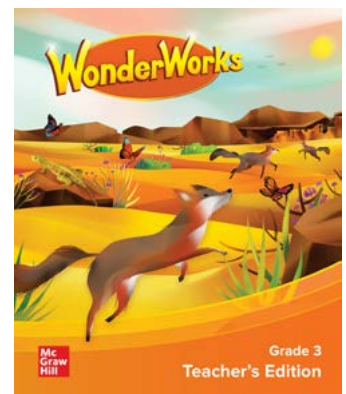
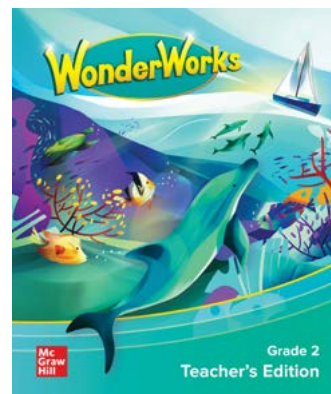
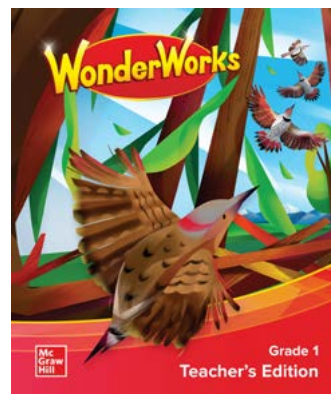


## LEVEL UP WITH WONDERWORKS

**WonderWorks©2022.** is designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program. Grounded in research, the two programs work together to support students who may benefit from intervention.

**WonderWorks** helps ensure student access to the same content, skills, strategies, and knowledge building as the core program by offering instructional on-ramps and acceleration. Learners benefit from research-based, datadriven, systematic instruction.

**WonderWorks** rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, fostering student ownership of learning, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.





## FOUNDATIONAL SKILLS KITS

### Grades 2–6

Includes: The kit includes Foundational Skills Lesson Cards, Foundational Skills Practice Reproducibles and Foundational Skills Assessments, High-Frequency Word Cards, a Decodable Readers package, Sound-Spelling Cards, Workboards, and many more interactive instructional components.



### Foundational Skills Lesson Cards

Mini-lesson cards reinforce foundational skills at grades 2–3 and 4–6; also include skills routine cards for the teacher to provide guidance for lessons. Lessons include explicit corrective feedback options and the addition of student goals, check-ins, and multi-modal learning.



### Foundational Skills Practice Reproducibles

Practice reproducibles provide meaningful, scaffolded activities based on the weekly skills, with a focus on Foundational Skills. Practice pages in grades 2–3 focus on phonemic awareness, phonics, and structural analysis; practice pages in grades 4–6 focus on phonics and structural analysis. Speed drills are included to practice word automaticity.



## FOUNDATIONAL SKILLS ASSESSMENT

This book of assessment reproducibles helps teachers monitor student development of foundational reading skills. The results of the tests inform subsequent instruction and assist in group and leveling decisions.

## INTERACTIVE WORKTEXT

### Grades 2–6

WonderWorks materials are designed to flexibly meet the needs of students who are reading 1-2 years below grade level. Using the Interactive Worktext, students read scaffolded versions of Wonders complex texts so that they can practice close reading by accessing complex texts at their level, then “Level Up” to on-grade-level versions of the same texts. Include fully updated instruction, with new My Goals student pages to focus on monitoring student growth and fostering student agency, and enhanced writing.



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## TEACHING CHART

### Grades K–1

At K-1, Teaching Charts facilitate daily instruction and practice with student-facing pages that include: high-frequency words in connected text for word recognition and automaticity, oral vocabulary with photos and words, and words and sentences for phonics and fluency instruction and practice.

## TEACHER’S EDITION

### Grades K–6

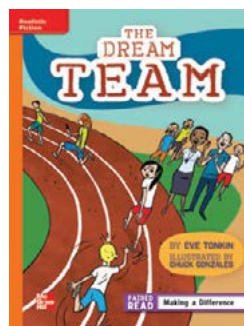
Targeted intervention instruction to support students toward leveling up to grade-level standards.



## APPRENTICE LEVELED READERS

### Grades 2–6

Gives students scaffolded support to Level Up to the Wonders Approaching Leveled Readers.



## APPRENTICE LEVELED READER LESSON CARDS

**New!**

### Grades 2–6

These new lesson cards scaffold close reading of the Apprentice Leveled Readers and provide support for accessing complex text features, responding to text-dependent questions, and writing about reading. Use these to support small group, “grab and go” reading lessons.

## DECODABLE READERS

### Grades K–3

Decodable stories reinforce phonics instruction and provide opportunities for students to apply their skills of word reading to connected text.



## ASSESSMENT

### Grades K–6

This assessment component helps teachers monitor student mastery of critical reading skills. The results of the tests inform subsequent instruction and assist in group and leveling decisions. Grades K–1 assessments focus on foundational skills. Grades 2–6 assessments focus on comprehension, vocabulary, literary elements, and text features. Exit tests are available every six weeks to assist in deciding when students are ready to exit the WonderWorks program. Fluency assessments are provided for all grades



## PRACTICE REPRODUCIBLES

### Grades K–3

Reproducibles that provide multiple opportunities for students to master skills and strategies and 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.






# Sample Pages

Interactive Worktext: *Grade 2 Unit 4*

**176** Unit 4 • Text Set 1

**10** **Talk About It**

**Essential Question**  
How are kids around the world different?



**10** Talk about how children around the world are the same and different. Write words and phrases in the chart.

Same	Different

**10** How are you and your partner the same and different?

Unit 4 • Text Set 1 177

**178** Unit 4 • Text Set 1

**MY GOALS**

**10** Think about each goal. Fill in the bars to show what you already know. Wherever you are is okay.

**10** **What I Know Now**

I can read and understand realistic fiction.

1 2 3 4

I can use text evidence to write about realistic fiction.

1 2 3 4

I can talk about how children around the world are the same and different.

1 2 3 4

**10** **Key**

1 = I do not understand.

2 = I understand but need more practice.

3 = I understand.

4 = I understand and can teach someone.

**10** **What I Learned**

I can read and understand realistic fiction.

1 2 3 4

I can use text evidence to write about realistic fiction.

1 2 3 4

I can talk about how children around the world are the same and different.

1 2 3 4

**10** **Star** You will come back to the next page later.

Unit 4 • Text Set 1 179

**180** Unit 4 • Text Set 1

**VOCABULARY**

**10** Work with a partner to complete each activity.

**1** **wonder**  
Use your face and hands to show how you wonder about something.

**2** **customs**  
Write down two birthday customs.

**3** **parade**  
Name a reason why there might be a parade in your town.

**4** **common**  
Name two common games that your friends play after school.

**5** **travels**  
Name something that travels across the sky.

**6** **costume**  
Name a costume that you would wear to a dress-up party.

**7** **favorite**  
What is your favorite food to eat at lunch?

**10** **surrounded**  
Draw a picture of something that you could be surrounded by in the city.

**10** **Inflectional Ending -ed**  
The inflectional ending **-ed** is added to action words, or action verbs, to show that something happened in the past.

**Circle words that end with -ed.**

Ziva watched a basketball game on TV yesterday. She learned her mom played the sport in school. Mom loved to shoot baskets! She decided to teach Ziva!

**10** Talk about the words you circled. How does the ending **-ed** help you understand the meaning of each word?

Unit 4 • Text Set 1 181

**182** Unit 4 • Text Set 1

**SHARED READ**

**TAKE NOTES**  
As you read, write down interesting or unfamiliar words and important information.

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**10** **Essential Question**  
How are kids around the world different?  
Read about a girl celebrating the New Year holiday in the United States and China.



**10** I celebrated the New Year twice in one year. Do you **wonder** how? I celebrated the holiday in the United States and then in China. On December 31, our city had a celebration to welcome the New Year. The celebration began with a **parade**. A band played music. I got my face painted like a lion. We were **surrounded** by fun! Everyone went to the park before midnight. The crowd counted down the last seconds of the old year. Then came my **favorite** part. Pop! Pop! Pop! Fireworks **sprinkled** down from the sky.

**183** Unit 4 • Text Set 1

**REALISTIC FICTION**

**FIND TEXT EVIDENCE**

**10** **Connection of Ideas**  
Reread the second paragraph. The family is "surrounded by fun." Write one example.

**10** **Expand Vocabulary**  
When something is **sprinkled**, it is spread around in drops or small pieces. Circle what happens at midnight.

**10** **Compare and Contrast**  
**Underline** the sentence that tells what happens on December 31. What happens in the park?

Unit 4 • Text Set 1 183

### SHARED READ

**FIND TEXT EVIDENCE**

**Read**

**Connection of Ideas**

Reread the first paragraph. **Underline** how long the celebration lasts in China. How long does it last in the United States?

**Expand Vocabulary**

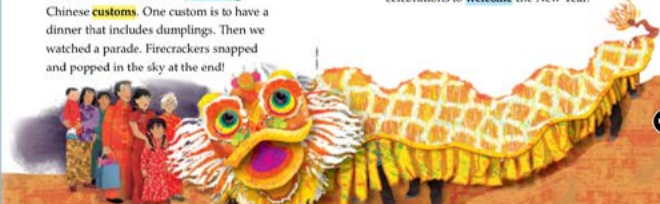
People want to know more about something that is **interesting**. Circle what the girl thinks is interesting.

**Compare and Contrast**

Draw a box around where the family goes on New Year's Eve. What event is like the celebration in the United States?

Then my family took a plane to China. A plane is huge. It **travels** over the ocean. The plane is like a whale in the sky. My family celebrated the New Year with Grandma. This celebration is different than in the United States. The celebration lasts for fifteen days, not just one night. Grandma surprised me with new red clothes. She said red brings good luck.

My family went to Grandma's house on New Year's Eve. I learned **interesting** Chinese **customs**. One custom is to have a dinner that includes dumplings. Then we watched a parade. Firecrackers snapped and popped in the sky at the end!



Later that week we watched the Chinese lion dance. The dancers wore a lion **costume** made of cloth. The dancers jumped through the air.

My family went to the Lantern Festival on the last day. Everyone made paper lanterns. They lit up the night.

The celebrations were different. They were the same, too. These celebrations had one thing in **common**. They were both family celebrations to **welcome** the New Year!

### REALISTIC FICTION

**FIND TEXT EVIDENCE**

**Read**

**Organization**

The phrase *later that week* tells when the next event takes place. **Underline** the words that tell what the family does later that week.

**Expand Vocabulary**

To **welcome** means to greet in a friendly way. What do the celebrations welcome?

**Compare and Contrast**

What does the girl say about the two celebrations at the end of the story?

### EXPLORE THE ESSENTIAL QUESTION

**Talk About It**

Use the questions and discussion starters below to talk about "Happy New Year!" Use text evidence to support your ideas. Write the page numbers.

Questions	Discussion Starters	Text Evidence
How is the New Year in China different from the celebration in the United States?	▶ The celebration in China lasts for ... ▶ One custom in China is ...	Page(s) _____
How do children in China dress on New Year's Eve?	▶ Children may wear ... ▶ This is because ...	Page(s) _____
What two events take place later during the celebration?	▶ Children in China watch ... ▶ On the last day, ...	Page(s) _____

Discuss how children in the United States celebrate the New Year differently from children in China.

**Write About It**

Think about your discussion. Use text evidence to answer the question below.

What does the story help you understand about how kids celebrate holidays around the world?

On December 31, the girl and her family \_\_\_\_\_

In China, the girl and her family \_\_\_\_\_

"Happy New Year!" helps me understand how kids \_\_\_\_\_

### RESPOND TO READING

**Analyze a Response**

Student Model Jada responded to the prompt: What does the girl learn when her family travels to China?

The girl learns about the ways people celebrate the New Year in China. The New Year is celebrated for fifteen days. On New Year's Eve, the girl learns interesting customs. The girl has a special dinner with dumplings. Later in the story, the family goes to a Chinese lion dance. The family also goes to the Lantern Festival. They make paper lanterns. The girl learns about the ways families in China can welcome the New Year.

**Topic Sentence**

Circle the topic sentence. What will Jada write about?

**Evidence**

Draw a box around an example of evidence. How does the evidence support the topic sentence?

**Concluding Statement**

Underline the concluding statement. Why is this sentence a good wrap-up?

**Subject Pronouns**

A pronoun takes the place of a noun. *I, you, he, she, it, we, and they* can be used as the subject of a sentence. John reads a story about China. *He* likes the story.

Read these sentences from Jada's draft.

The family also goes to the Lantern Festival. The family makes paper lanterns.

With a partner, find and reread the sentences in Jada's response. Talk about how she changed one of the sentences.

Reread the third and fourth sentences in Jada's response. Use a subject pronoun to change one of the sentences. Rewrite the sentences below.

### RESPOND TO READING

**Plan a Response**

Prompt What do Mrs. Gupta's students learn about this week?

Plan your response below. Use text evidence.

What does Mrs. Gupta show her class?	Mrs. Gupta shows the class _____
Pages(s) _____	
What are two of the customs children share with their class?	One child brings in _____
Pages(s) _____	
What does Alex share when it is his turn? What does he explain about it?	Alex shares a _____
Pages(s) _____	

**Write a Response**

Reread the prompt on page 190. Use your notes and the Writing Checklist to help you write your response.

**WRITING CHECKLIST**

Be sure to have

- a clear topic sentence
- evidence from the text
- a concluding statement
- subject pronouns



Sample Pages

Interactive Worktext: Grade 5 Unit 1

**Talk About It**

**Essential Question**  
What can people do to bring about a positive change?

With a partner, discuss ways that people can bring about a positive change. Write words and phrases in the web below.

Take Action

What actions can you take to bring about a positive change at home or at school?

**MY GOALS**

Think about each goal. Fill in the bars to show what you already know. Wherever you are okay.

**What I Know Now**

I can read and understand a biography. 1 2 3 4

I can use text evidence to write about a biography. 1 2 3 4

I can talk about what people can do to bring about a positive change. 1 2 3 4

**Key**

1 = I do not understand.  
2 = I understand but need more practice.  
3 = I understand.  
4 = I understand and can teach someone.

Fill in the bars to show what you've learned.

**What I Learned**

I can read and understand a biography. 1 2 3 4

I can use text evidence to write about a biography. 1 2 3 4

I can talk about what people can do to bring about a positive change. 1 2 3 4

You will come back to the next page later.

**VOCABULARY**

Work with a partner to complete each activity.

**defy**  
The phrase go against is a synonym for defy. Circle another synonym for defy.  
discuss agree disobey

**entitled**  
Check the things you are entitled to do on a bus.  
\_\_\_\_\_ talk to a friend  
\_\_\_\_\_ drive the bus  
\_\_\_\_\_ get off at a bus stop

**taught**  
Tell what information you have sought in a dictionary.

**outspoken**  
Which speaker below is outspoken?  
Gina says, "We must raise money for the animal hospital!"  
Nick says, "An animal hospital takes care of cats and dogs."

**anticipation**  
The baseball player waits with anticipation for the pitcher to throw the ball. Why do you think the player waits with anticipation?  
\_\_\_\_\_

**reserved**  
Look around the classroom. Point to a chair or desk that is reserved for a teacher.  
\_\_\_\_\_

**unequal**  
Underline the base word in unequal.  
Circle the prefix.  
What does unequal mean?  
\_\_\_\_\_

**neutral**  
Draw a picture of a person who must be neutral during a sports game.  
\_\_\_\_\_

**Linking Words**  
Linking words join two ideas. The word because shows how ideas are connected in the first sentence. Some other linking words are if, so, when, and since.  
Circle the linking words in the passage.  
My family offered to help Mrs. Lee because her dog went missing. Mom called all of the neighbors so they would look out for a dog. Dad and I put up posters since our neighborhood is big. When we got home, we heard that Mrs. Lee's dog had returned. A neighbor had found her. Mrs. Lee thanked us, "Duke might still be missing if you hadn't helped!" she said.  
Talk about the words you circled. How do the linking words connect ideas in each sentence of the story?

**SHARED READ**

**TAKE NOTES**  
As you read, write down interesting or unfamiliar words and important information.

**FREDERICK DOUGLASS**  
*Freedom's Voice*

**Essential Question**  
What can people do to bring about a positive change?  
Read about what Frederick Douglass did to bring about positive change for Black Americans.

**Growing Up with Slavery**  
When Frederick Douglass was growing up in Maryland, he never could have imagined he would become a great leader. He was born Frederick Bailey and lived in slavery until the age of twenty. Frederick never knew his father and was separated from his mother at a young age. If he dared to defy, or disobey, his captor he was punished. However, the wife of another captor helped him. She taught him to read. Perhaps it was his love of words, along with his courage, that inspired Frederick to try for the kind of life he was entitled to have. He thought it was his right.

**New Beginnings**  
In 1834 Frederick sought his freedom by escaping to the North. In New York City, he married, and then he and his wife moved to Massachusetts. Frederick changed his last name to Douglass to protect himself against kidnappers. He also discovered a group of people who shared his hope of ending slavery. They were called abolitionists. He had read about their movement in William Lloyd Garrison's newspaper, The Liberator. Frederick read every issue because the ideas inspired him. Soon he began speaking against slavery at church meetings.  
\* This illustration shows enslaved people being auctioned, a common event in the early 1800s.

**BIOGRAPHY**

**FIND TEXT EVIDENCE**

**Expand Vocabulary**  
A person who dared to do something had courage to take a risk. Circle the text that tells what Frederick Douglass dared to do.  
Sentence Structure

**Reread**  
Reread the last paragraph. Underline the phrase because the ideas inspired him. Whose ideas was Douglass inspired by?  
\_\_\_\_\_

**Author's Point of View**  
Reread the page. Draw a box around words and phrases that describe Frederick Douglass. What does the author think about Frederick Douglass?  
\_\_\_\_\_



### SHARED READ

**FIND TEXT EVIDENCE**

**Read**

**Expand Vocabulary**

A **gathering** is a group of people that come together for a reason. Draw a box around a synonym for gathering. What was the reason for the gathering?

---

**Connection of Ideas**

Underline the words that show how Douglass felt when he started speaking to the crowd. Why was Douglass's speech important?

---

**Summarize**

**Author's Point of View**


Reread the last paragraph. Circle details that show what the author thinks of Douglass as a speaker. How do these details help you understand the author's view?

### An Important Speech

In 1841, the Massachusetts Anti-Slavery Society held a meeting. Frederick was eager to hear the abolitionist speakers. He went to the meeting with **anticipation**. When he arrived, an abolitionist who had heard Frederick speak at a church meeting asked him to speak to this large **gathering**.

At first, Frederick spoke quietly and hesitantly. He felt nervous standing in front of so many people—especially white people! However, once he started speaking, his fear went away. Frederick spoke clearly and from his heart. He was **outspoken**, describing the horrors of slavery. At the end of his speech, the audience immediately stood up and cheered! Among those cheering was William Lloyd Garrison.

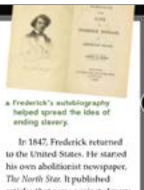
After the meeting, Garrison offered Frederick a job as a speaker for the Society. Frederick agreed to take the job. He felt he had found a purpose for his life.



### Making a Difference

Frederick also **reserved**, or set aside, time to write. In 1845, he wrote an autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*. The book was a success and made him even more famous.

In his autobiography, Frederick revealed that he had run away from slavery. That was against the law. Kidnappers would be searching for him. For his safety, friends suggested that he go on a speaking tour in Great Britain. Frederick was very popular. People lined up to hear him.



### BIOGRAPHY

**FIND TEXT EVIDENCE**

**Read**

**Genre**

Draw a box around the dates in the first and third paragraphs. Why are these dates significant? Why is it important to read dates in order in a biography such as this text?

---

**Expand Vocabulary**

A person's **status** is his or her position compared to others. What was the status of women compared to men in Douglass's time?

---

**Summarize**

**Author's Point of View**

Circle text that tells Douglass's views of women and Black Americans. Does the author agree or disagree with Douglass? Give text evidence that supports your answer.

### EXPLORE THE ESSENTIAL QUESTION

#### Talk About It

Use the questions and discussion starters below to talk about "Frederick Douglass: Freedom's Voice." Use text evidence to support your ideas. Write the page numbers.

Questions	Discussion Starters	Text Evidence
What did Frederick Douglass do in 1841 to show he was against slavery?	In 1841, Douglass went to... He showed his opinion by...	Page(s) _____
What did Frederick Douglass do to get others to support his ideas about slavery?	Douglass got people to support his ideas by... Douglass also got people to listen to his ideas by...	Page(s) _____
What did Frederick Douglass publish about slavery?	In 1845, Douglass wrote about... In <i>The North Star</i> , Douglass published...	Page(s) _____

Discuss with your partner how Frederick Douglass's actions show how we can bring about a positive change.

#### Write About It

Think about your discussion. Use text evidence to answer the question below.

What does "Frederick Douglass: Freedom's Voice" help you understand about how people can bring about a positive change?

Frederick Douglass wanted to help Black Americans because \_\_\_\_\_

Douglass learned that he could inspire by \_\_\_\_\_

Douglass's actions help me understand that one way to bring about positive change is \_\_\_\_\_

### RESPOND TO READING

#### Analyze a Response

Student Model EI responded to the prompt: How did Frederick Douglass help Black Americans?

Frederick Douglass helped Black Americans by speaking out against slavery. Frederick was born into slavery and wished for a better life. When he was old enough, he escaped to the North. He met abolitionists there. They inspired him to speak out against slavery. Then Frederick spoke at church meetings. During one meeting, two important events happened. One, he overcame his fear of speaking before many people. Two, he met Garrison, who gave him a job. This job let him travel and speak against slavery. Frederick was good at this job. He convinced people to support and listen to his ideas. Later, Frederick started his own abolitionist newspaper. Throughout his life, Frederick Douglass worked to end slavery for Black Americans.

**Topic Sentence**  
Circle the topic sentence. What will EI write about?

**Evidence**  
Draw a box around a sentence that supports the topic sentence. Why did EI choose this evidence?

**Concluding Statement**  
Underline the concluding statement. Why is this sentence a good wrap-up?

#### Vary Sentence Types and Lengths

Make sure to interest your readers by varying your sentences. If every sentence is written the same way, it gets repetitive. Use transitions to connect ideas or combine similar ideas to make writing flow smoothly. Shorten long sentences to make writing more powerful.

Read this sentences from EI's draft.

Frederick started his own abolitionist newspaper. Frederick Douglass worked to end slavery for Black Americans.

EI revised these sentences. He varied the beginnings of his sentences to connect to the idea why the meeting was important. Write his revised sentences on the lines below.

---

With a partner, reread EI's model. Look at the short sentences and then the long sentences. Discuss how using short and long sentences affects the flow of writing. Write your answer on the lines below.

### RESPOND TO READING

#### Plan a Response

Prompt: How did Jane Addams help other people? Plan your response below. Use text evidence.

What led Addams to start Hull House in Chicago?	When Addams was in London, she saw _____
How did Addams feel when she learned about unsafe factory conditions?	Addams learned a story about _____
How did Addams change the lives of people of other races?	Addams worked hard to _____

#### Write a Response

Reread the prompt on page 178. Use your notes and the Writing Checklist to help you write your response.

**WRITING CHECKLIST**

Be sure to have

- a clear topic sentence
- evidence from the text
- a concluding statement
- a variety of sentence types and lengths



## 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.



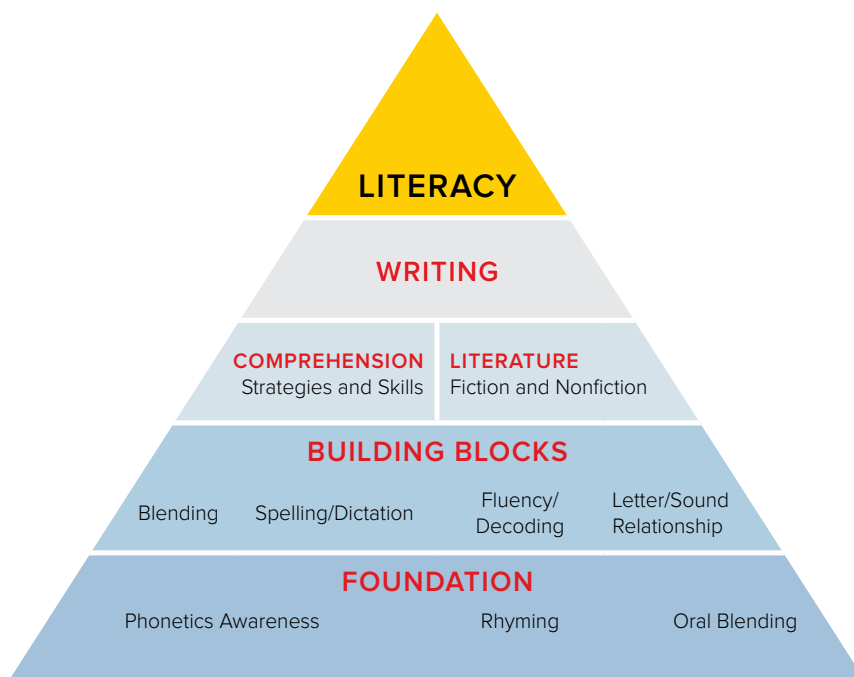
### Implement your reading program with confidence

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](http://www.mheducation.com.sg/open-court-reading/comprehensive-curriculum)



## Unit themes that students can't resist

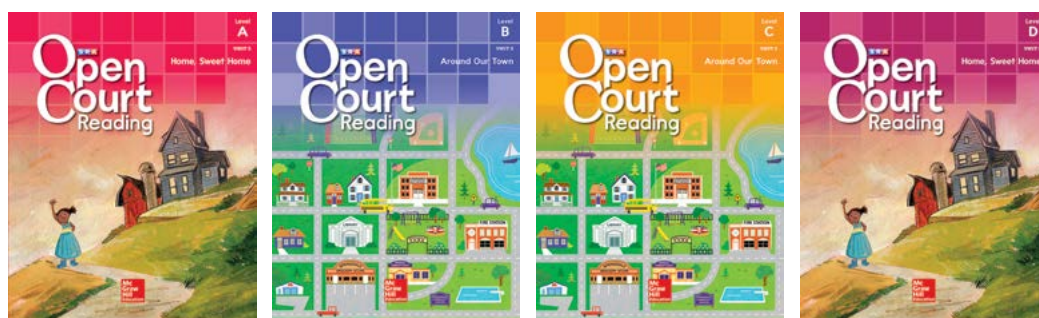
Open Court Reading contains a diverse collection of fiction and nonfiction reading selections, including novels, essays, poems, songs, and articles. It's a collection designed to challenge students and inspire them to become independent, self-directed readers.

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 Components 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 155](#)

## 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

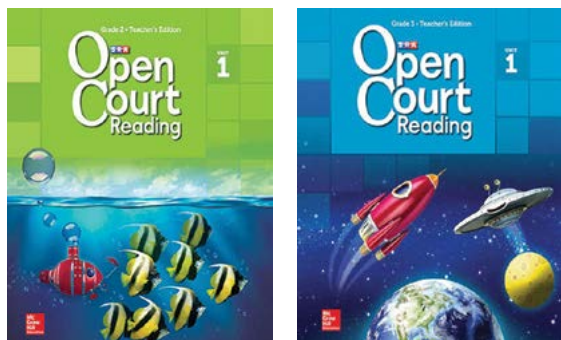
Lessons in writing, grammar, and mechanics provide students a reference book to learn about and check critical writing, revising, and editing skills. The Language Arts Handbook is an integral part of the writing lessons.



## 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.

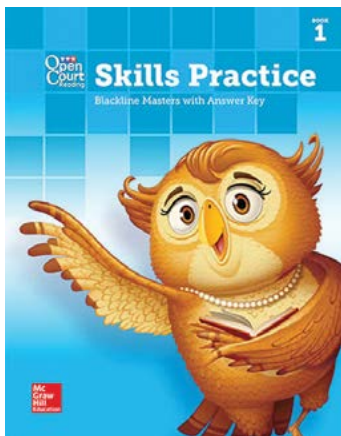
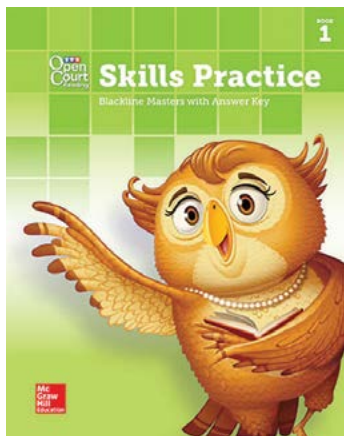


[www.mheducation.com.sg/open-court-reading/comprehensive-curriculum](http://www.mheducation.com.sg/open-court-reading/comprehensive-curriculum)

## Skills Practice BLM with Answer Key

### Level 2–5

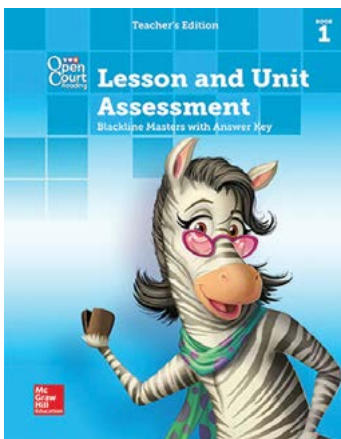
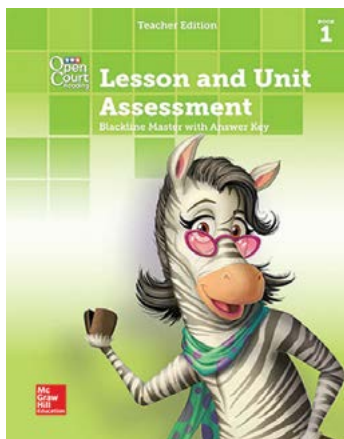
Skills Practice Blackline Master with Answer Key provides students of all grades with practice and answers in subjects such as phonics, writing, grammar.



## 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](http://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.

[www.mheducation.com.sg/open-court-reading/comprehensive-curriculum](http://www.mheducation.com.sg/open-court-reading/comprehensive-curriculum)

## Sample Pages

Student Book with Audio CD

### Unit Opener

**UNIT 1** What is the Weather?

**BIG Idea**  
How is the weather around you?

**Theme Connections**  
How is the weather different?

Background Builder Video

#### 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

**Lesson 1** Weather Around Us

**Essential Question** How is the weather?

**Picture Walk**

- Can you see the sun?
- How is the weather?
- What can you do in this weather?

#### 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

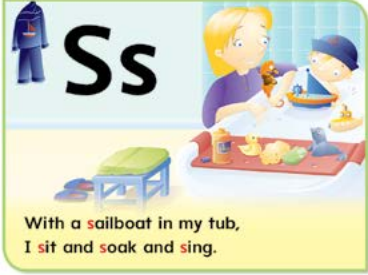
Student Book with Audio CD

Foundational Skills

Foundational Skills


**Listening for Sound**

Listen and repeat.





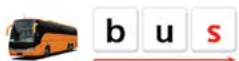
With a sailboat in my tub,  
I sit and soak and sing.

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**

- o Sam sat on Matt.
- o Sam and Matt sat on the mat.
- o \_\_\_\_\_.

**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**



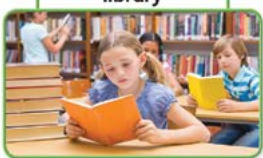
You can play instruments in the **music room**.

**art room**



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

**library**



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

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!

**class**




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

**raise**




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

**smile**




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

**favorite**



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

**friend**



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

What is new in your classroom?

What is your favorite animal?

### 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 sentenc

**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

<b>Apply</b>	Vocabulary												
<p>Read this story. Then discuss it with your class.</p> <p><b>Vocabulary Words</b></p> <ul style="list-style-type: none"> <li>- adopt</li> <li>- entire</li> <li>- face</li> <li>- inch</li> <li>- journey</li> <li>- panic</li> <li>- raging</li> <li>- slick</li> <li>- slope</li> <li>- startled</li> <li>- surface</li> <li>- turned</li> </ul>	<p><b>Cooking</b></p> <p>I have <b>adopted</b> a new policy this year. Rather than hiding from my fears, I am going to <b>face</b> them. Since I have always been afraid of cooking, I will begin by examining every <b>inch</b> of a new recipe. It is <b>startling</b> to realize how many groceries we need.</p> <p>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 <b>panic</b> over the number of choices for each.</p> <p>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 <b>raging</b> boil. Once the water is bubbling, I add the rice. Are those few pieces supposed to <b>surface</b>? I thought they would sink.</p>												
<p><b>Extend Vocabulary</b></p> <p>Write the word that describes or means the same as the words below.</p> <table border="0"> <tr> <td>1. ice, oil</td> <td>7. take on, foster</td> </tr> <tr> <td>2. long trip, travels</td> <td>8. alarm, fear</td> </tr> <tr> <td>3. top, upper layer</td> <td>9. bank, incline</td> </tr> <tr> <td>4. surprise, shock</td> <td>10. take on, engage</td> </tr> <tr> <td>5. move slowly, a small amount</td> <td>11. all, whole</td> </tr> <tr> <td>6. rotate, veer</td> <td>12. frenzy, uproar</td> </tr> </table>	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	<p>Next she lets me put the salad together. Has this avocado <b>turned</b> ripe? Once the salad is done, I reach for the olive oil and manage to knock the bottle over! Thankfully, our countertop <b>slopes</b> at the edge, so the oil does not spill on the floor. I do not need a <b>slick</b> floor right now.</p> <p>Our family sits down to dinner, and my mom says my first attempt at cooking was a success! I will help clean the <b>entire</b> kitchen after dinner, but for now, it is time to eat. This has been a fun <b>journey</b>.</p>
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												
<p><b>Concept Vocabulary</b></p> <p>Think about the word <i>partnership</i>. The main character in "Cooking" is helped by mom. How does this character benefit from this partnership?</p>	<p><b>LEVEL 2 TO 5</b></p> <p><b>Content Words</b> 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.</p> <p>In this program, students have multiple opportunities to develop, practice, apply, extend, and review the words.</p>												

## Connect

<b>Connect</b>	Social Studies
 <p>Use the map of the trail to answer the questions.</p> <ol style="list-style-type: none"> <li>How many states does the Appalachian Trail cross?</li> <li>How can you tell the total distance of the Appalachian Trail?</li> <li>How can you determine the geography of the Appalachian Trail? Is there something about the map that helps you with this?</li> </ol>	<p><b>The Appalachian Trail</b></p> <p>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.</p> <p>It took Ellie and Pam six months to hike the <b>entire</b> 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.</p>
<p><b>Text Feature</b></p> <p>Maps are images that show where places are in relation to each other.</p>	<p><b>Go Digital</b></p> <p>Search for photographs of people hiking the Appalachian Trail in different seasons of the year.</p>





Sample Pages

**LESSON 1 Lesson Opener**

**Lesson 1** Movement on the Go

**Essential Question:** How can you describe motion?



**Essential Question:** How can you describe motion?  
What moves the pinwheel?  
How about it now?

**Build Background**  
SET UP THE THEME: Tell students that today's selection is about movement. Ask questions that students can relate to: Look around you. Is anything in the classroom moving? What might be moving outside? What are some other things that move?

**Essential Question**  
READ the Essential Question: How can you describe motion? Ask students what something is that moves. Ask students how this moves differently at different times. Show students how air moves when you open a window, or how a door opens and closes.

**Picture Walk**  
READ the Picture Walk questions: What moving things do you see? Possible Answers: There is the classroom. The second hand on the clock. What makes it move? Possible Answers: They are moving around in their seat. The second hand on the clock moves. But. Expand the question by asking how the girl on page 1 is moving.

76 Unit 2 • Lesson 1

**Foundational Skills**

**Listening for Sound**  
**Introducing the Sound of /h/**  
INTRODUCE the letter /h/ by writing the letters on the board. Point to the three letters /h/, and have students say the name of each of the letters. (Upstroke/h, lowercase/h) Point to the letters and say, "/h/ /h/ /h/ /h/ /h/." Ask students what words they know that have the same sound.  
READ the sentences on page 3. Tell students that you will read the sentences aloud and they should listen for the words that begin with /h/. Have students close their eyes as they listen. Ask students to share any /h/ words they noticed as you read the sentences aloud. Reread the sentences, pointing to each word as you say it. Tell students to sound out /h/ /h/ /h/ each time you say and point to a word that begins with /h/.  
Explain that the things in the pictures include /h/. Review each picture, one by one, and ask students if the word has an /h/ sound. If so, have them write an h on the line below the picture.  
Repeat the procedure with the remaining pictures. After students have finished, be sure to review their work.  
DISPLAY the three photos on page 8 (train, house, happy). Ask students to listen, point to the photo and say the word. Continue with the remaining photos/words.

**Linking Sound to Letter**  
DISPLAY the word hat. Have students listen and repeat the word. Have a student come up and circle the letter that makes /h/ at the beginning of the word. Have a student put their finger on the first letter A and read the word aloud with their fingers moving along to the right. Continue with the remaining words.  
DISPLAY hand and horse on the board. Ask students, "Which word says /h/?" If you think it is the one (point to hand), raise your hand. If you think it is this one (point to horse), raise your hand."  
Have students look at the words on the bottom of page 4. Ask them to circle the letter /h/. Invite students to sound out the words, silently or out loud, if it is helpful.  
HAVE students complete Skills Practice pages 5-6 additional practice identifying the /h/ sound and writing the letter /h/. Review students' work after they have finished.

**Teacher Tip**  
NAME SOME /h/ WORDS. Work with students to brainstorm a list of words that begin with /h/. Write the words on the board or on a chart. Make sure you include in your list student names that begin with /h/.

Student Book pp.8-9 Skills Practice pp.5-6

Unit 2 • Lesson 1 77

ALL LEVELS

Teachers Guide

Lesson Opener and Foundational Skills




Level A Unit 2




**UNIT 1 • Lesson 1**




Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_




**Foundational Skills**




**Which words begin with the same sound?**

1.      

2.      

3.      

4.      

5.      

4 Assessment

**UNIT 1 • Lesson 1**

**Foundational Skills**

**Which words begin with the same sound?**

1.  sit  bit  sun

2.  map  cap  cat

3.  king  sing  kid

4.  six  mix  mud

5.  cut  mug  cup

5 Assessment

ALL LEVELS

Lesson and Unit Assessment

Blackline Master with Answer Key

Level A Unit 1

# SRA Open Court Reading



## Building the Foundation for Lifelong Literacy Success

**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.

For grade K-3, the *Foundational Skills Kits* include fundamental elements of instruction that reading research has shown are essential for teaching students to read. This easy-to-use program is carefully crafted to enable your students to decode and encode written language skills that become their basis not only for reading and writing fluency, but reading comprehension as well.

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.

### Key Components Summary

- **Student Materials**
  - Skills Practice Workbook
  - Core PreDecodable and Decodable Takehome
  - Practice PreDecodable and Decodable Takehome
- **Teacher Materials**
  - Teacher Edition
  - Assessment & Skills Practice Book
  - Teacher Resource Book
  - Alphabet Wall Cards
  - Big Book
- **Core Pre-Decodable and Decodable Books Classroom & Individual Sets**
- **Practice Pre-Decodable and Decodable Books Classroom, Individual & Takehome Sets**
- **Digital Classroom, Student & Teacher License**

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

SRA OPEN COURT READING (FOUNDATIONAL SKILLS KITS)

[www.mheducation.com.sg/open-court-reading/foundational-skills-kits](http://www.mheducation.com.sg/open-court-reading/foundational-skills-kits)



## 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.

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**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.

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**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.
- OL** 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/.

Building the Foundation for Literacy  
Foundational Skills Teacher Edition, Grade 1

LESSON 2 DAY 4

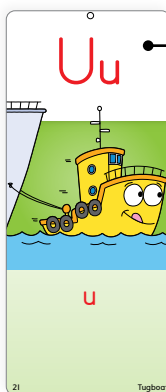
# Phonics and Decoding

/aw/ spelled aw

## Introduce the Sound/Spelling ROUTINE 1

**DISPLAY** *Sound/Spelling Card* 43—Hawk. Review /aw/ spelled aw. 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 ROUTINE 3 ROUTINE 4 ROUTINE 10 ROUTINE 11

**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

- 1 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*
- 2 Have students identify the consonant blend in each word. *draw: dr; claw: cl; crawl: cr; straw: str*
- 3-4 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

- 1-2 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	
1	Saul saw the hawk on the lawn.
2	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 41

**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 41: 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**  
 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.

- 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.*
- What animal can toot to the moon? *An elephant can toot to the moon.*
- What animals might be on the roof? *A bunch of chipmunks or a flock of birds might be on the roof.*

**Building Fluency**  
 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.

**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 41: "Scooter and the Goose" from *Practice Decodable Stories* during Workshop.

**ePresentation**

**Decoding**

1	moor	door	poor	loop
2	spoon	spool	stool	stoop
3	goose	loose	moose	choose
4	loophole	mushroom	moonbeam	foofatool


**Decoding**

**Sentences**

- Soon we will choose a paint color for the spare bedroom.
- 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*

DAY 2

LESSON 2

**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.

**Presentation**

**Dictation and Spelling**

Words:

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

Challenge Words

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

**Dictation and Spelling**

**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*

DAY 2

LESSON 2

**Word Analysis**

*Latin Roots loc, flect; Greek Roots cycl, phon*

**Decoding**

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

**2** Present students that many words in the English language are formed using Greek or Latin roots. Break one word apart that cannot stand on their own, but with the addition of affixes, endings, or additional roots, can form words. Review the meaning of the roots and then present students and define unfamiliar words. Use Row 1 as the *example* with *loc* and *phon* as the *target* words to discuss the words with students. Ask students to identify the roots and then present students. Point out that *loc* is a Latin root that means "place." Ask students to identify the common word part in Line 3. **1** Point out that *cycl* is a root, but originates from Greek. Ask students to tell what the root means. **2** Point out that *phon* is a Greek root. Have students identify the common word part in Line 4. **3** Point out that *phon* is also a Greek root. Have a volunteer say each word meaning, and ask students to raise their hand if they 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 the affixes "loc" or "loca" to become "using the information and the meaning of the root loc, have students define the word locate." *loc* is a Latin root that means "place." Ask students to identify the common word part in Line 3. **2** Point out that *cycl* is a root, but originates from Greek. Ask students to tell what the root means. **3** Point out that *phon* is a Greek root. Have students identify the common word part in Line 4. **4** Point out that *phon* is also a Greek root. Have a volunteer say each word meaning, and ask students to raise their hand if they know what each Greek and Latin root means. It is not important to know which roots are Greek and which roots are Latin.

**Differentiated Instruction: Word Lines**

**APPROXIMATE LEVEL:** If students are having trouble reading a word, work with them during thinking by having them write the word, drawing a picture to represent the root from the affixes, and then discussing each part of the word.

**ON LEVEL:** During thinking, have students generate a list of words that can be formed using affixes and add them.

**EXTEND LEVEL:** During thinking, have students choose two words and write sentences to describe their relationship to the affixes.

**180** DAY 2 • Lesson 2 • Day 2

**Presentation**

**Decoding**

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

**Decoding**

- Shrinking daily and morning light are becoming more visible.
- When taking steps in a walk, the other steps in the neighborhood begin a copy of the first.

**Word Analysis**

Students must be able to decode words in order to apply other reading strategies and comprehend what they learn. For many students it is critical that they are taught decoding strategies explicitly and systematically.

These strategies include:

- Recognizing prefixes and suffixes to help unlock the meanings of many new words
- Learning about base words and how prefixes and suffixes can alter the meaning
- Practicing decoding skills to help develop automaticity

**About the Sentences**

**1-2** Latin Root *loc*, Greek Root *phon* Have students identify the words with the target concepts in the sentences. *locatable* and *acoustics*. Explain that the root *loc* is a variant of *loc* that students will sometimes see and the affix *-able* has the meaning "able to be." Have students use context to help them define these words. *locatable*—able to be located. *acoustics*—the study of sound. Have students determine the meaning of the prefix *ac-* based on the meaning of the word *acoustics*.

**Developing Oral Language**

**NAME:** Students choose a word from the word lines and give clues about the word for other students to guess. *Possible Answer:* *Clue—I am thinking of a word that is a noun. 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 *cycl*, except in the word *cycle*, where the spelling one follows *cycl*. In Line 4, all the words include the letters *phon*, except in the word *symphony*, the last letter is *y*, not *n*.

Have students choose a word from the word lines, write it on a piece of paper, and then look up the definition found in the dictionary. They have students use their word in a sentence. *Possible Answer:* *receptor*—class definition: to receive signals. dictionary definition: to receive signals. *SAME* definition: the class had to relocate after a flood 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.

New Levels Available!



## 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.

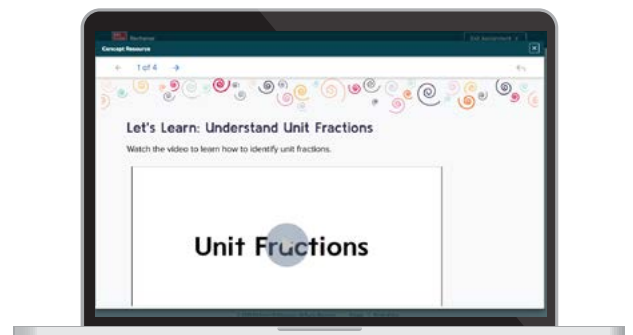
Rise's recharge feature allows for asynchronous reinforcement of topics, allowing students to reach mastery of core ELA and math learning objectives at their own pace. Offline access is available with our ReadAnywhere app. Students can download and complete their Rise assignments, making learning available 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](http://www.mheducation.com.sg/rise)





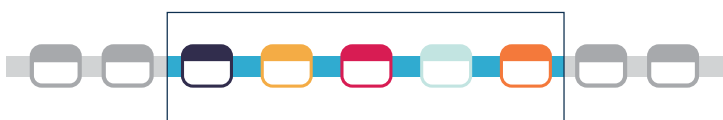
**Smartbook 2.0**, an integral component of Rise, collects data to identify learning gaps and then focuses the student’s learning on the concepts and questions needed to raise understanding. Teachers can use Smartbook 2.0 to create student assignments and monitor student progress in real time. Students 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.



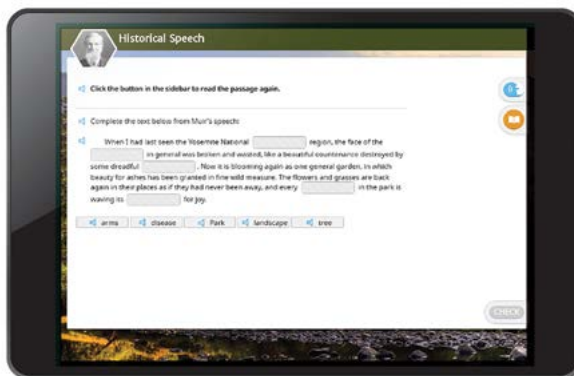
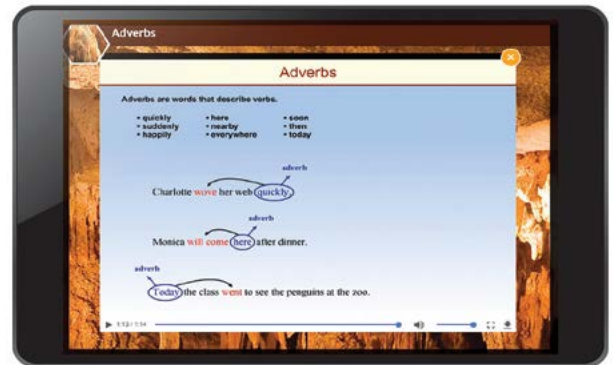
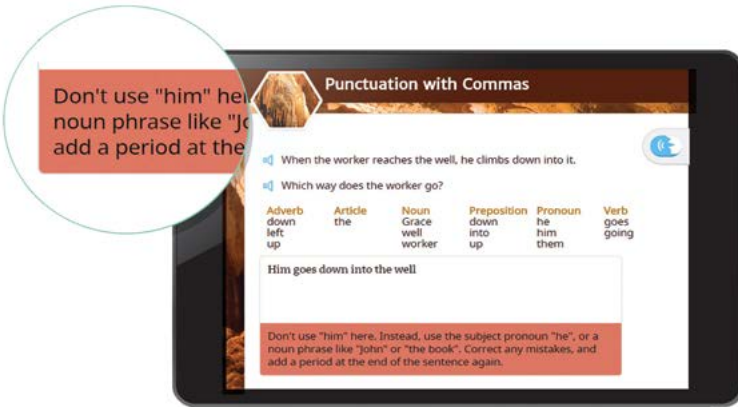
[View ISBN List on page 159](#)



## 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 Green 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 Green 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
<b>Grades 1-3</b>																								
SRA Reading Laboratory® 1a	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1b			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 1c				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Grades 4-8</b>																								
SRA Reading Laboratory® 2a							●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SRA Reading Laboratory® 2b								●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Grades 7-12</b>																								
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



### 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



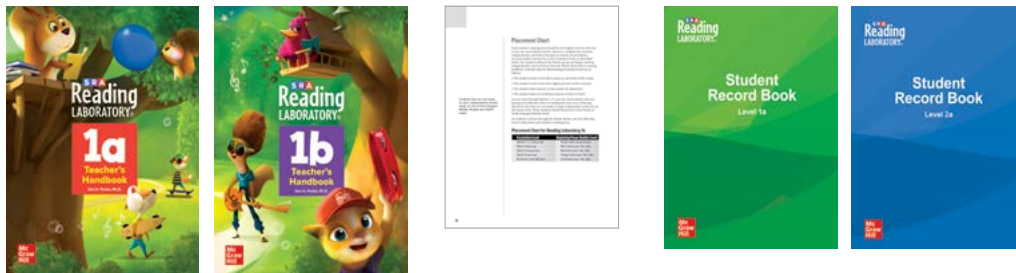
### Grades 7–Adult

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 new words you wrote. Which one fits in each sentence below? Write the word.

- \_\_\_\_\_ the wagon wheel made?
- \_\_\_\_\_ 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 tools.

**Focus on Skills**

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

tree	grapes	think	sooner	train
------	--------	-------	--------	-------

- plane \_\_\_\_\_ car \_\_\_\_\_ smoother \_\_\_\_\_ wagon \_\_\_\_\_
- bush \_\_\_\_\_ grass \_\_\_\_\_
- apples \_\_\_\_\_ grapes \_\_\_\_\_ bananas \_\_\_\_\_ peaches \_\_\_\_\_
- \_\_\_\_\_ know \_\_\_\_\_ wonder \_\_\_\_\_ guess \_\_\_\_\_

**Wheels**

Have you ever ridden on a Ferris wheel at an amusement park? The Ferris wheel is a ride in the shape of a gigantic wheel. You can find wheels everywhere. They are on your bike and skateboard. 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 five thousand years ago, but we don't 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 do not know who made the first wheel, but we know it was a wooden disk. People carved these disks from trees. These wheels made life easier because people could move heavier things and move more things at once.

The Romans knew how to use wheels. They put them on chariots. They used their chariots for racing, hunting, and carrying people from place to place. The Romans had two-wheeled farm carts. They even had covered carriages with wheels.

Think how different our lives would be if we didn't have wheels. We would not have bicycles or roller skates. We would not have scooters or skateboards. We would not have cars, buses, or trains. We would always have to walk to the store, and when we got to the store, it would not have shopping carts. It would be hard to carry groceries if you could not put them in a cart!

How many wheels are on a school bus? Have you ever counted how many wheels are on a train? Wheels help us move, work, and play. Do you think the wheel was an important invention?

**Build Comprehension**

Choose the best ending for each sentence. Write a or b.

- The article is mostly about \_\_\_\_\_  
a. Roman chariots  
b. the history of wheels.
- Life was harder before wheels were made because \_\_\_\_\_  
a. people had to hunt for food for themselves.  
b. people had to move heavy things themselves.
- Baskets wheels were made, people moved things \_\_\_\_\_  
a. carried things in baskets.  
b. never carried anything.
- You can tell from this story \_\_\_\_\_  
a. that wheels help us work and play.  
b. that we really don't use wheels much.
- Shopping at the grocery store is easy because \_\_\_\_\_  
a. the wheels on a grocery cart help us carry food.  
b. we can get good food there.

**Learn about Words**

A contraction is a short way of writing words. An apostrophe (') shows where letters are left out. Example: she + a + she's. Determine the contraction for each pair of words. Write the contraction.

- it is \_\_\_\_\_
- who is \_\_\_\_\_
- how is \_\_\_\_\_
- he is \_\_\_\_\_
- here is \_\_\_\_\_

SRA Reading Laboratory® 1a

**Learn about Words (continued)**

Read the words you wrote. 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 occurs \_\_\_\_\_ from your bucket, 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.

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

**Build Comprehension**

Read each question. Write a or b.

- What is this article mostly about?  
a. Animal statues carved from wood  
b. Animals that live in the woods
- Why does the black bear make a den?  
a. To sleep for the winter.  
b. To hide from predators
- Why do deer live in the woods?  
a. Black bears also live there.  
b. They can find plenty of plants, twigs, and acorns to eat.
- Why do squirrels use twigs and leaves when building their nest?  
a. These can be found easily in the woods.  
b. Birds took all the good nest materials.
- How do chipmunks use tunnels?  
a. To go from one town to another  
b. To sleep and to store food

**Learn about Words**

h + ill = hill  
Look at each row of letters. Add one letter or group of letters from each row to ill to make a word. Write the word.

l, rft, sp, pl
2, b, z, c
3, x, y, g
4, l, o, w
5, sk, bl, pr

SRA Reading Laboratory® 1c



# Sample Pages

## Teacher's Handbook

### Recommended Schedule and Teaching Plans

The following schedule covers a recommended and an independent plan for sample program materials. It is intended to be used as a guide for the *Power Builder* systems close together. Close adherence to this schedule is not required. The schedule is intended to be used as a guide for the *Power Builder* systems close together. Close adherence to this schedule is not required. The schedule is intended to be used as a guide for the *Power Builder* systems close together. Close adherence to this schedule is not required.

### Student Placement: Starter Stories

**Summary:** Today you will begin conducting small group teacher lessons using starter stories with the students. Review the schedule on the back of this book. The starter stories are used to introduce the starter story in which each student should use the *Power Builder* components. The starter stories are given students a chance to read and discuss the starter story and to discuss the starter story. The starter stories are given students a chance to read and discuss the starter story and to discuss the starter story.

**Procedures:** Review the starter stories and assign students to small groups. Do not start a story if you are unsure of each student's placement and/or age appropriateness. The book contains complete instructions for each story. Do not start a story if you are unsure of each student's placement and/or age appropriateness. The book contains complete instructions for each story. Do not start a story if you are unsure of each student's placement and/or age appropriateness.

**Read aloud or emphasize**  
Read aloud or emphasize the starter story.

### Recommended Teaching Schedule

Day	Activity
Day 1	Introduction
Day 2	Introduction
Day 3	Introduction
Day 4	Introduction
Day 5	Introduction

### Reading Laboratory Introduction

**Session 2**

**Summary:** Today you will introduce the Reading Laboratory to students and explain them with the components of the program.

**Procedures:** Review the starter stories and assign students to small groups. Do not start a story if you are unsure of each student's placement and/or age appropriateness. The book contains complete instructions for each story. Do not start a story if you are unsure of each student's placement and/or age appropriateness.

**Read aloud or emphasize**  
Read aloud or emphasize the starter story.

### References and Resources

**APPENDIX A: Answers to Frequently Asked Questions**

**Why should SRA Reading Laboratory be used?**

**Why not using open programs?**

**What questions the difficulty of the order levels?**

**What about competitive and cheating?**

**Appendix A**

CLASS	APPROXIMATE LEVEL	LEADER
Grade 1	100-150	100-150
Grade 2	150-200	150-200
Grade 3	200-250	200-250
Grade 4	250-300	250-300
Grade 5	300-350	300-350
Grade 6	350-400	350-400
Grade 7	400-450	400-450
Grade 8	450-500	450-500
Grade 9	500-550	500-550
Grade 10	550-600	550-600
Grade 11	600-650	600-650
Grade 12	650-700	650-700

### Home Connection Letter

**Starter 1—Gold**

**The Gold and the Crocodile**

**Summary:** Today you will introduce the Reading Laboratory to students and explain them with the components of the program.

**Procedures:** Review the starter stories and assign students to small groups. Do not start a story if you are unsure of each student's placement and/or age appropriateness. The book contains complete instructions for each story. Do not start a story if you are unsure of each student's placement and/or age appropriateness.

## Students Recordbook

### Letter to Parents

Over the years, millions of children from cities like New York, London, Chicago, Toronto, Los Angeles, and Tokyo have had the chance to experience the SRA Reading Laboratory. This is what makes the SRA Reading Laboratory a unique and valuable program. The SRA Reading Laboratory is a unique and valuable program. The SRA Reading Laboratory is a unique and valuable program.

### Starting Level Guide for SRA Reading Laboratory®

Reviewing inventory of: Last name First name Middle Initial Grade

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

- I can read well and I would like to.  No  Yes (Check only if you checked No, complete all the categories below. If you checked Yes, skip categories 2, 3, and 4.)
- I would like to read but I don't know how.
- I think the reason I don't read is because I don't know how.
- The kinds of things I like to read are: \_\_\_\_\_
- The things I like to do in my spare time are: \_\_\_\_\_
- I have read the SRA Reading Laboratory before.  Yes  No (Check one)

If you checked No, what grade would you like to read?

**Example:** How far are you going to go? A frog in the pond. How far are you going to go? A frog in the pond. How far are you going to go? A frog in the pond.

### Story A

They know where the water is by the way the problem when it was in. The boy talks with it. They make reading every day. They make reading every day. They make reading every day.

### Story B

A new kind of water? No. It's a baby water. The water is not like the water. The water is not like the water. The water is not like the water.

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

**Survey**

- Title
- Picture
- First Sentence
- Last Paragraph

**Question**

What is this story about? What is it telling me? What is the author's main idea? What is the author's main idea? What is the author's main idea?

**Read**

Now, you are ready to go back to the beginning of the story and read it. You will also remember things you already know. It is almost like reading back and forth with the author.

**Whale Hunt**

By Dan H. Barker

I related my capture to school. And the whale dove. It was heading toward the school. It was heading toward the school. It was heading toward the school.

### Using SQR with Your Textbooks

**Survey**

- Look over the chapter or section assignment. Quickly find the main idea.
- Read section titles.
- Look at pictures and the words under them.
- Read the last paragraph of a chapter or section.

**Question**

What is the main idea? What is the main idea? What is the main idea?

**Read**

Now you are ready to READ. Look for answers to your questions. You may already know something about the subject matter. Complete what you can while you are reading.

### Power Builder Checklist

This checklist will serve as a guide when you use your first *Power Builders*. Simply make a check after each step you do. When you have done several *Power Builders*, you will find this list. You will continue to use it as you go.

1. First in *Power Builder* book. Starting on page 10.
2. Second in *Power Builder* book and number.
3. Read starting date.
4. Read *Power Builder* section.
5. Complete "Comprehension" and "Checklist of Facts".
6. Complete "Learn about Me!"
7. Read Reading time.
8. Get Sky and sea card.
9. Read percentage correct.
10. Use Conversation topic on page 76 to find percentage correct.
11. Read percentage correct on page 76.
12. Complete percentage on *Power Builder* program (Start on page 76, 78).
13. Complete work on *Power Builder* program.
14. Complete work on *Power Builder* program.
15. Complete work on *Power Builder* program.
16. Complete work on *Power Builder* program.
17. Complete work on *Power Builder* program.
18. Complete work on *Power Builder* program.
19. Complete work on *Power Builder* program.
20. Complete work on *Power Builder* program.



**Wonderskills Reading** is a five-leveled comprehensive reading course for English language learners in kindergarten and primary schools. The program carries the core content from the American English Language Arts Program Reading Wonders with additional scaffolding and support. Authentic stories and articles range across different genres, school subjects, and cultures, which enable learners to become broadly literate. The program offers a wide range of comprehension questions and vocabulary tasks that support learners to become accurate and fluent readers. It teaches and models close reading of the texts for learners to practice key skills and strategies in each unit. Through intentional instructions, inspiring contents, and critical thinking questions, WonderSkills Reading prepares learners to become successful readers in the 21<sup>st</sup> century.

### Key Features

- Authentic reading materials from the American English Language Arts Program Reading Wonders
- Intentional instructions to master key skills and strategies
- Systematic instructions in vocabulary and comprehension lessons
- Essential questions to build critical reading and thinking skills
- Speaking and writing exercises that encourage learners express what they have learned

### Key Components

- Student book with Audio CD



- Complimentary Digital Resources for Teachers

## Levels

**5 levels:** Starter, Basic, Intermediate, Advanced and Master for Grades 1 to 6

*\*You can consider Starter Level for Grade K students who can decode CVC words.*

LEVEL	BOOK	UNITS	WORD COUNT	LEXILE	CEFR				
					Pre A1	A1	A2	B1	B2
Starter	1-3	12	30 – 50	30L – 350L	■				
Basic	1-3	12	50 – 100	170L – 410L		■			
Intermediate	1-3	12	100 – 200	330L – 540L			■		
Advanced	1-3	12	200 – 300	400L – 690L				■	
Master	1-3	12	300 – 350	500L – 890L					■

## Digital Information

Online Teacher’s Resources includes:

- Monthly syllabus – 1 per book
- Daily lesson plan template – 1 per book (newly revised)
- PowerPoint Slides
- Flash Cards for levels Starter & Basic only
- Word list
- Dictation worksheet
- Answer Key
- Unit test
- Unit review test – 4 tests per book
- Midterm test
- Final test

To access these materials, log in to [www.mheducation.com.sg/wonderskills](http://www.mheducation.com.sg/wonderskills)

## Sample Pages

### Starter & Basic Level

The image shows two pages from a textbook. The left page (page 12) is titled 'UNIT 2 Fun Together!' with the theme 'Family Fun'. It features a photograph of a family in a kitchen. Below the photo is a 'Warm-up' section with a fill-in-the-blanks exercise: 'This family is in the \_\_\_\_\_.' and 'They make \_\_\_\_\_ together.' A 'Word Bank' box contains the words 'pizza' and 'kitchen'. The right page (page 13) is titled 'Words to Know' and contains two activities. Activity A, 'Look, listen, and repeat.', shows four numbered images: 1. A person pouring liquid (labeled 'pour'), 2. A person mixing ingredients (labeled 'mix'), 3. A person baking in an oven (labeled 'bake'), and 4. A person cleaning (labeled 'clean'). Activity B, 'Look and circle.', shows two numbered images: 1. A person eating (labeled 'mix | eat'), and 2. A person baking (labeled 'bake | pour'). A 'Sight Words' box contains the words 'the' and 'can'.

#### Warm-Up

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

#### Words to Know

Introduces vocabularies and sight words that learners need to learn in order to read the main text.



## Fun Together!

Let's make cupcakes!

Tim can **pour**.

Jen can **mix**.

Mom and Tim can **bake** the cupcakes.

12

Dad and Max can **clean**.

Jen can **eat** a cupcake!

We can have fun!

**Read Closer**  
Who can pour?

13

**Reading Text**

Engages learners in reading a variety of fiction and non-fiction passages.

**Read Closer**

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.

### Comprehension Check

**A. Read, look, and match.**

1 pour      2 mix      3 bake

**B. Read, look, and check.**

1 Dad and Max can clean.      2 Jen can eat.      3 Tim can pour.

16

### Sentence Practice

Match and say the sentences.

1 I can      2 I can      3 We can

eat a cupcake.      pour.      have fun!

### Retelling

**Step 1** Number the pictures in the order of the story.

Jen can eat a cupcake!

Mom and Tim can bake the cupcakes.

Dad and Max can clean.

Tim can pour.

**Step 2** Retell the story.

17

**Comprehension Check**

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

**Retelling**

Scaffolded into two steps for learners to summarize the text and retell it in their own words.

**Sentence Practice (Starter level only)**

Enables learners to notice and learn the main sentence structure in the text.

### Comprehension Skill: Key Details

Complete the mind map.

reach    happy    stool    short    write

Jack can write.

Max is tall, but Jack is \_\_\_\_\_

Jack can't \_\_\_\_\_ the paper.

Jack stands on the \_\_\_\_\_.

He can \_\_\_\_\_.

Max, Jack, and Ian finish the job.

They are \_\_\_\_\_.

### Retelling

**Step 1** Number the pictures in order.

high    stool    worried    stand on

**Step 2** Retell the story.

18

**Comprehension Skill (Basic level only)**

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and etc.

Intermediate Level

**UNIT 2** Little Flap Learns to Fly

Theme: Friends Help Friends



**Warm-up**

- The girl helps her friend.
- What do you do to help your friend?
- I help my friend.

**Word Bank**

- read the map
- read a book
- do math homework

**Vocabulary**

A. Look at the pictures and read the words.

1 practice	2 flap	3 terrified
4 jump off	5 land	6 excellent

B. Circle and write the words to complete the sentences.

- The boy looks \_\_\_\_\_ (excellent / terrified).
- Birds have to \_\_\_\_\_ their wings to fly. (flap / land).
- It is fun to \_\_\_\_\_ together. (land off / jump off).
- Birds \_\_\_\_\_ to catch fish. (land / practice).
- I \_\_\_\_\_ yoga every day. (flap / practice).
- His parents are happy with his \_\_\_\_\_ school report. (terrified / excellent).

**Vocabulary**

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

**Warm-Up**

Provides sentences and questions for learners to talk about the topic and activate their background knowledge.

Genre: Fantasy



**Little Flap Learns to Fly**

Little Flap lives in a nest next to his friends, Fluff and Tuff. The three friends want to go outside their nests and see the world. But first, they need to learn to fly.

"Let's practice. Watch me," says Fluff. She flaps her wings up and down. Little Flap looks at the ground. It looks far away. He's worried, but he practices hard every day.

**Read Closer**

Where does Little Flap live? Circle the words.

**Read Closer**

What does Fluff do with her wings? Underline the sentence.

**Reading Text**

Engages learners in reading a variety of fiction and nonfiction passages.

**Read Closer**

Asks comprehension questions to check learners' understanding of the text. It also have learners practice the skill of asking and answering questions during reading.


Advanced and Master Level

**Essential Question**

Provides critical thinking questions that closely relate to the theme and the main text. Learners will keep the question in mind while engaging in different activities throughout the unit.

**UNIT 2** Bruno's New Home

Theme: Story Time



**Essential Question**

What can stories teach you? Read about how a story helped a bear learn an important lesson.

**Build Background**

Read and say what you think.

- What are the girls doing?
- What is an interesting story that you have read?
- Did you learn anything from that story? What did you learn?

**Vocabulary**

A. Look at the pictures and read the words.

hibernate	discover	enormous	opening
squeeze	capture	chew	escape

B. Write the words next to the correct meanings.

- v. to get free of something or to get away \_\_\_\_\_
- v. to see or find something you did not know before \_\_\_\_\_
- v. to sleep through the winter months \_\_\_\_\_
- v. to catch a person or an animal \_\_\_\_\_
- v. to use teeth to bite food into small pieces to swallow \_\_\_\_\_
- adj. very large or great in size \_\_\_\_\_
- v. to push something into a small space \_\_\_\_\_
- n. a hole or an empty space for people or things to go through \_\_\_\_\_

C. Read and choose the correct words.

- The farmer is digging at / out all the old roots before he plants.
- The mouse squeezed into / off the hole to escape from the cat.
- We really want him to come back with / on some good news.

**Vocabulary**

Introduces key vocabularies from the text and has learners master them with additional practices in order to read and comprehend the text.

**Building Background**

Provides warm-up questions for learners to talk about the topic and activate their background knowledge.



Advanced and Master Level

**Genre Fantasy**

# Bruno's New Home

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere, but finds nothing!

Finally, Bruno discovers a cave, but an enormous pile of dirt and tree roots is blocking the opening.

"I can dig out some dirt and make the opening bigger," Bruno thinks. "Then I can make myself comfortable and hibernate."

Bruno digs with his big paws, but the dirt is hard to move. He pulls at the strong roots, but nothing happens. Bruno starts to feel helpless.

A squirrel sees Bruno. "Hi, I'm Jack!" says the squirrel. "Do you need some help?"

"I'm trying to squeeze into this cave, but I can't make the opening bigger," says Bruno.

"I think I can help you," says Jack.

"But you're too tiny," says Bruno.

Jack quickly runs off and comes back with a book. "Read this," says Jack. "It can help you come up with an idea."

Bruno reads about a big lion and a tiny mouse. One day the lion is captured in a net. The mouse chews the net and helps the lion escape.

This gives Bruno a great idea. Jack can use his sharp teeth to help!

Jack and Bruno work together. Jack chews the roots. Bruno digs out the dirt. Finally, Bruno squeezes inside.

"Do you like your new home?" asks Jack.

"Yes!" says Bruno. "And I learned something. Small friends can be a big help!"

**Make Connections**  
Talk about the story of the lion and the mouse. How did it help Bruno solve his problem?  
ESSENTIAL QUESTION

**Reading Text**

Engages learners in reading a variety of fiction and nonfiction passages.

**Reread Comprehension Check**

**A. Read the story then answer the questions.**

- What is this story about?
  - How a bear learns to read
  - How a bear finds a new home
  - How a bear lives in the winter
- Why can't Bruno get into the cave?
  - It is covered with dirt and roots.
  - It is too small for Bruno.
  - It is too deep in the hillsides.
- Why did Jack give Bruno a book?
  - To show he was a good friend
  - To stop Bruno from digging
  - To help give Bruno a good idea
- What can you learn from the story?
  - All kinds of friends can be helpful.
  - A lion and a mouse can be friends.
  - It's better to be a tiny squirrel than a big bear.

**B. Read and circle YES or NO.**

- Bruno wants to find a place to hibernate for the summer. YES NO
- At first, Bruno can't make the opening to the cave bigger. YES NO
- Jack does not help Bruno because he's too tiny. YES NO
- Bruno makes a new friend. YES NO

**C. Answer the questions.**

- Why can't Bruno go into the cave? \_\_\_\_\_
- How does Jack help Bruno make the opening bigger? \_\_\_\_\_

**Reread Comprehension Strategy**

**Visualize**  
Look for key words as you reread the story. Use these words to visualize or form pictures in your mind. This will help you better understand the text.

**Use Text Evidence**

Read the sentences and find the key words that help you visualize the story.

enormous	too	tired
tie	cold	paws

- Winter is coming. Bruno is \_\_\_\_\_ and \_\_\_\_\_.
- Bruno digs with his \_\_\_\_\_, but the dirt is difficult to move.
- "But you're \_\_\_\_\_," says Bruno.

**Step 2**  
Picture the above sentences in your mind. Find the matching pictures and write the numbers.

**Comprehension Strategy**

Enables learners to acquire the reading strategies to access complex texts by visualizing, asking and answering questions, making predictions, summarizing, and rereading.

**Comprehension Check**

Provides various comprehension checking questions to check and ensure learners' understanding of the text.

**Comprehension Skill**

Enables learners to acquire the essential reading skills of identifying main ideas, key details, cause and effect, problem and solution, author's purpose, characters, settings, plots, and many more.

**Reread Comprehension Skill**

**Character**  
A character's actions and feelings make the events in the story happen. Bruno is the main character in the story.

**Use Text Evidence**  
Reread the text and look at the chart that describes Bruno.

Winter is coming. Bruno is tired and cold, and he needs a warm place to hibernate. He searches everywhere but finds nothing!

What Bruno Needs	needs a warm place to hibernate
What Bruno Does	He searches everywhere.
How Bruno Feels	tired and cold

**Your Turn**  
Reread the text and use the underlined text to complete the character chart.

Bruno thinks, "First, I can dig out some dirt and make the opening bigger, then I can hibernate." Bruno digs with his enormous paws, but the dirt is difficult to move. He pulls helplessly at the strong roots.

What Bruno Needs	
What Bruno Does	
How Bruno Feels	

**Summary**  
Fill in the blanks to complete the summary.

a good idea	It is almost winter. Bruno _____
the opening bigger	He sees a cave, but he _____.
can't go in	A squirrel called Jack wants to help. He gives _____.
Bruno a book	He has _____, Bruno and Jack
a new friend	work together. They make _____
need a home	_____. Now Bruno has a new home and

**Vocabulary Review**  
Complete the sentences with the correct words. Two words will not be used.

enormous	hibernate	sharp	captured	opening
discovered	squeezed	chew	difficult	escape

- The fish was \_\_\_\_\_ in a net.
- Don't \_\_\_\_\_ with your mouth open.
- She \_\_\_\_\_ her clothes into the suitcase.
- He found an \_\_\_\_\_ rock in the mountain.
- Jack \_\_\_\_\_ something interesting in the field.
- One fish jumped out of the fishbowl to \_\_\_\_\_.
- The man is going to go into the hole through the \_\_\_\_\_.
- Bears \_\_\_\_\_ because of the cold and the lack of food during winter.

**Make Connections** Discuss how you and your friends help one another.

**Summary**

Is designed for learners to reorganize the text in order to understand the main idea with the key words and phrases.

**Vocabulary Review**

Have learners practice the key and additional vocabularies in different contexts to expand their vocabulary knowledge.

**Make Connection**

Revisits the Essential Question by asking students to connect what they have learned to their experiences.





## 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

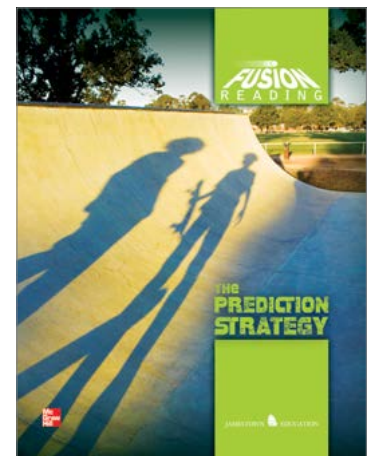
- Summer of Secrets, 710L
- Brothers in Arms, 610L
- Secrets in the Shadows, HL750L
- Lost and Found, 760L
- The Bully, 700L
- Blood is Thicker, 730L
- The Gun, 730L
- Until We Meet Again, HL740L
- Call of the Wild, 990L
- Great Stories of Suspense and Adventure, 880L
- Coach Carter, 650L
- We Beat the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



# Sample Pages

Establish the Course Teacher Edition

**Purpose**

- To have students engage in an activity at the beginning of class.
- To provide students with connection to the class novels and key messages.

**Materials**

- Class novels used during Thinking Reading.

**How to Create**

- Prior to each class, review the part of the novel that students will read during Thinking Reading.
- Based on the content of that passage, create a quick warm-up activity. Warm-up activities should either prepare students for the reading or get them thinking about something they have recently learned. Activities should take no longer than 5 minutes to complete. Below are examples of three different types of warm-up activities.

**Examples**

**Example One: Matching**  
Match the italicized vocabulary word with the closest definition or synonym.

1. There is no justification for borrowing the car without permission.  
a. justice    b. remedy    c. system    d. reason

2. The man complained to the company about its millions of dollars.  
a. wanted to    b. desired to    c. answered to    d. seemed to

3. I was a spectator at the Washington vs. Chicago basketball game.  
a. participant    b. referee    c. speaker    d. witness

**Example Two: Writing**  
Write on the board: "Look at the cover of *Invaders in Arms*. In your journal, describe the type of characters you think are on the cover represents using words or short phrases."

Write on the board: "In your journal, let what Darwin hopes will happen in his future and what he fears will happen."

**Example Three: Fill-in-the-Blank**

1. If your symptoms persist, the doctor may prescribe an antibiotic. In this sentence, "prescribe" probably means \_\_\_\_\_.

**Introducing and Modeling Warm-up Activities**

- 1. Introduce warm-up activities.**  
"Just as athletes do daily warm-up exercises to limber up their bodies, you're going to do daily warm-up exercises to limber up your brains. We'll do these exercises during the first 5 minutes of every class period. They'll be very quick, short activities. They're just meant to jump start your thinking about what we're doing in class that day and get you focused on reading."
- 2. Explain the two types of warm-up activities.**  
"Warm-up activities will fall into one of two categories.  
"The first category involves working with words. Here, you may be shown a sentence and asked to figure out what one of the words in the sentence means. All words will come from the novel we're reading. Alternatively, you may be asked to figure out how to pronounce a big word."  
"The second type of warm-up activity involves writing about some aspect of the novel we're reading. Here, you may be asked to write a few sentences predicting what a character is going to do next or maybe analyzing part of her character. These questions will vary depending on the novel we're reading."  
"Please don't worry about these activities. Both types of activities will be very short and easy to do. Again, their main purpose is simply to jump start your thinking about reading."
- 3. Explain student expectations.**  
"When you come to class every day, you'll need to quickly take your seat and check the board for the day's warm-up activity. In this class, all warm-up activities will be written on the left side of this chalkboard for whenever you plan to write the activities. Once you've read the activity, please take out your journal and write that day's date on one of the pages. Then, copy the warm-up activity under that date and write your response."
- 4. Model how to do a warm-up activity.**  
"For example, let's say that the following activity was written on the board: 'Have you ever faced anything similar to what Darwin is facing in *The Boy? If so, write about it and tell what you did.'*  
(Write this activity on the board.)  
"To complete this activity, I'd get out my journal, write today's date on a page, and then copy the assignment into my journal. Then I'd write a few sentences. For example, I might write, 'No, I've never had to face anything like Darwin is facing. However, my friend Aggie did. She responded by...'"
- 5. Explain scoring for activity.**  
"At the end of the 5 minutes, I'll come around and quickly check everyone's journal. If you have completed the activity, you'll earn 3 points, regardless of how well you did."

**How to do Thinking Reading While FORECASTING Strategies**

**What is "Forecasting"?**

- Forecasting is a demonstration of the expert reading strategies that students will learn in Fusion Reading.
- It is done without explicitly explaining the strategies being demonstrated.

**When do you do it?**

- You forecast strategies during the "teacher-led" portion of Thinking Reading in other words, while YOU read about a section of the class novel to students.
- You do it prior to providing explicit instruction in the strategy.

**What does it look like?**

- See example dialogue below.

**Teacher-Led Reading**  
"Today we will begin reading the novel, *Coach Carter*.  
**Forecasting: Checking for Clues**  
"As I look at the cover of this book, I see a man wearing a suit. He's standing in what looks like a gymnasium and has his foot on a basketball.  
"Now I read what is written on the back of the book."  
(Teacher reads aloud text on back of book.)  
**Forecasting: Making a Prediction**  
"Based on the title, the picture, 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 hard on his players.  
"I am now going to turn to Chapter 1 and begin reading: 'First one day, a reporter said into his microphone as the student before the battered walls of the Richmond High School gym.'  
(Teacher continues to read through page 11. "Write lead and something he had to say" for three steps and think aloud about what she just read.)

**Introducing Vocabulary for the First Time**

- 1. Introduce jargon vocabulary.**  
"One of the things we're going to really work on in Fusion Reading is developing a strong vocabulary. Before we begin to do this, however, let's get an idea of all the words you currently know related to four different subject areas."
- 2. Have students create posters with vocabulary words.**
  - 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 students to create individual word lists.
  - After students have created individual lists, have them meet with the rest of their group and condense their individual lists into one master list.
  - Provide each group with poster board, markers, and colored pencils to create a high-quality poster listing all the words they know about that particular subject area. If you wish, provide students with magazines to cut up and further illustrate their posters.
  - Display all posters on the wall in your classroom.
- 3. Have students place stickers on the posters where they know the most vocabulary words.**
  - 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 feels she knows the words on each list equally well, she should place one sticker on each list. However, if a student feels she really only knows the words on one list, all stickers should be placed on that poster. Students should simply divide their stickers among the posters based upon what list contains the most words that they know.)
  - Based upon the number of stickers on each poster, summarize where students seem to know the most vocabulary words.
  - Explain that over the course of Fusion Reading, students will add new words to each poster as they learn them.

**Explaining and Modeling 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 top of a page. This will make studying the words easier."  
"Let me show you how to do this using the word 'projection.'"  
(Display the blank template of a note pad.)  
"I open my index card and at the top of a page, I write the word, making sure that I spell it correctly."  
(Write "projection" after the word "word" and explain that when students apply this process, they will need to write in the words that are already written on this template.)
- 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 will say it together as a group."  
"For example, the word I've just written is 'projection.' Once again, projection... projection. Now you say it three times."  
(Have students repeat the word three times.)
- 3. Explain and model Step 3: look for clues to the word's meaning.**  
**Introduce the step**  
"The third step of the process is to look for clues to the word's meaning. We will do this with a partner. If the word is part of a sentence, you will first check the "context" surrounding the word. That means you will check the rest of the sentence and surrounding sentences to see if you can figure out what the word means. In addition, you will analyze the word's root, prefix, and suffix."  
(Circle how all three clues related to roots, prefixes, and suffixes.)  
**Explain prefixes, suffixes, & roots**  
"Root words are base words to which prefixes and suffixes are attached. As such, they are core words from which other words grow. Prefixes are attached to the beginning of root words; suffixes are attached to the end of root words. Both prefixes and suffixes have their own meanings, and when added to a root word, change the meaning of the word. Let's take a look at these bits and see how this works."  
(Write a few of the words from all three lists that students understood how to use on the line.)

**Establish Year 1 Lesson 1**

Time: 90 minutes

**Overview:** This lesson provides students with an introduction to the Fusion Reading process.

**Objectives:**

- To provide opportunities for students to get to know one another and the teachers.
- To engage and motivate students about the course.
- To introduce and practice the "Leading/Exiting Class" classroom procedure.

Time	Agenda	Activity	Materials
5	Greeting	<ul style="list-style-type: none"> <li>Great students at the door.</li> <li>Help students locate their assigned seats.</li> <li>Have the agenda for the day (i.e., the items listed in the "Agenda" column to the left) written in the whiteboard.</li> <li>Review the agenda with students.</li> </ul>	
20	Introduction Activity: "Identify three things that represent important ideas about you or describe what you like to do."	<ul style="list-style-type: none"> <li>Have the following statement written on the whiteboard under Introduction Activity: "Identify three things that represent important ideas about you or describe what you like to do."</li> <li>Model how to do this activity. To do so, present three items that pertain to yourself. Items might include pictures of family, friends, pets, a piece of chalk, a favorite toy, a library card, etc.</li> <li>Ask students to speculate as to why these items might be important to you.</li> <li>Have each student identify or write down three things that are either important to them or describe what they like to do.</li> <li>Once everyone has finished identifying these things, divide students into pairs. Instruct students to take turns sharing their items with their partners. Allow partners to guess the significance of the items, or have students explain the significance.</li> <li>Have partners introduce each other to the class. In doing so, ask them to briefly explain what they learned about their partner.</li> </ul>	Three personal items

**Lesson 1 continued**

Time	Agenda	Activity	Materials
25	An Experiment	<ul style="list-style-type: none"> <li>Conduct the following experiment.                             <ol style="list-style-type: none"> <li>Set out four clear containers: one partially filled with crayberry juice, one partially filled with water, one partially filled with water, and one that is empty.</li> <li>Explain that you will now combine the three containers containing liquid.</li> <li>Before doing so, ask the class, "What do you think will happen to the color of the liquid when this happens?"</li> <li>Combine the contents of the three containers into the empty container. After a short period of time, the liquid should become clear as color.</li> <li>Explain that the results of this experiment represent what happens with Fusion Reading: students combine different reading strategies, and eventually, the meaning of written text becomes clear.</li> </ol> </li> <li>Read the article <i>How Math is Learned to Read</i> to students.</li> <li>Once you are finished, ask students the following questions:                             <ol style="list-style-type: none"> <li>How did learning to read affect Malcolm X's life?</li> <li>What impact did it have on his career?</li> <li>What impact do you think reading will have on your ability to have that career?</li> </ol> </li> <li>Display the two PDFs dealing with reading, employment, and income. Help students interpret the information in the charts. The Fusion Reading is student guide is explaining that the program will increase their reading abilities and thus give them to achieve their hopes, dreams, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Container of crayberry juice</li> <li>Container of bleach</li> <li>Container of water</li> <li>Empty container</li> <li>How Malcolm X Learned to Read PDF</li> <li>Over Educator Malhotra PDF</li> <li>Over Educator Impact Salary PDF</li> </ul>
10	Establish the Course		

Time	Agenda	Activity	Materials
15	Wrap-up	<ul style="list-style-type: none"> <li>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.</li> <li>State 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.</li> <li>Display the first page of the completed Classroom Procedures.</li> <li>Distribute the Classroom Procedures Outline to students. Ask students to write their names on the top of the first page.</li> <li>Describe the "Leading/Exiting Class" classroom procedure. "Open students fill in this procedure on their blank outlines. Show students where they will return materials."</li> <li>Call on a student to model the end-of-class procedure.</li> <li>Collect all student outlines. Save for the next lesson.</li> <li>End-of-class procedure by cleaning up around their desks, collecting possessions, and waiting for you to dismiss them.</li> </ul>	<ul style="list-style-type: none"> <li>Index Cards</li> <li>Classroom Procedures Outline PDF</li> <li>Classroom Procedures PDF</li> <li>Printout of individual classroom procedures for displaying in the room</li> </ul>
<b>Notes:</b>			



*Experience the success.*

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

## What is Direct Instruction?

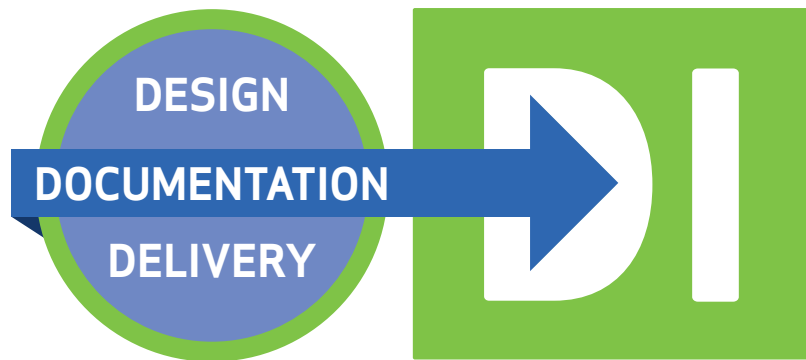
Direct Instruction is a teaching method extensively tested and proven to turn all students into confident learners including at-risk, ESL, special education, and on grade level students. Direct Instruction gives schools a clear path to achieving and even surpassing Adequate Yearly Progress (AYP).

*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](http://www.mheducation.com.sg/direct-instruction/programs)

[View ISBN List on page 159](#)



## 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.

[www.mheducation.com.sg/direct-instruction/programs](http://www.mheducation.com.sg/direct-instruction/programs)



## 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

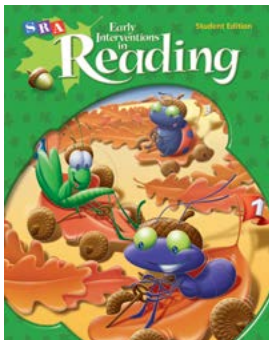
- Targets instruction for phonemic awareness, print concepts and decoding
- Saves you prep time with integrated technology
- Offers vocabulary and concept instruction
- Includes the SRA 2Inform program which collects and interprets student data

### Benefits

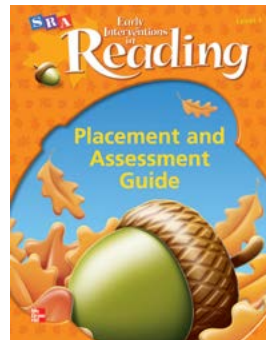
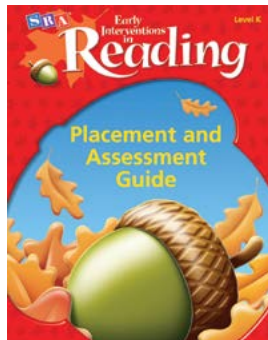
- Reading skills of at-risk students are positively affected.
- The gap between average performers and struggling readers is closed.
- Students sustain a higher level of achievement into Grade 2 and 3.
- 98% of students learned to read within the normal range for Grade 1 students.
- 99% of users were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

## Key Components

### Student Materials

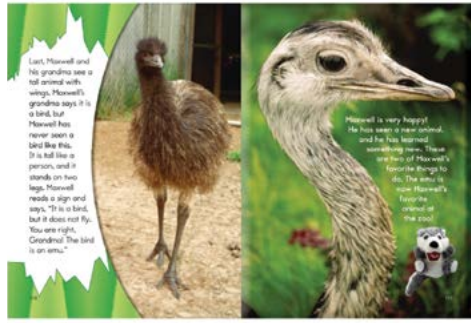


### Teacher Materials

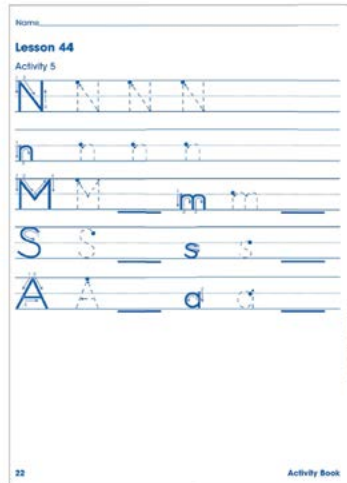


Sample Pages

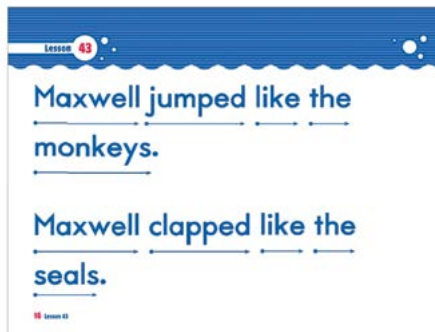
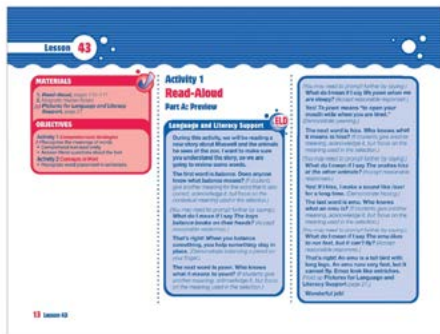
Read-Aloud



Activity Book



Teacher's Material

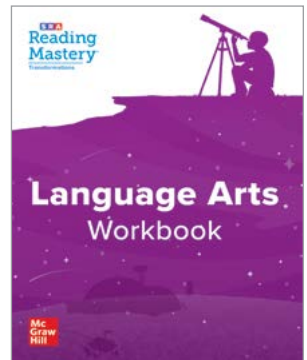
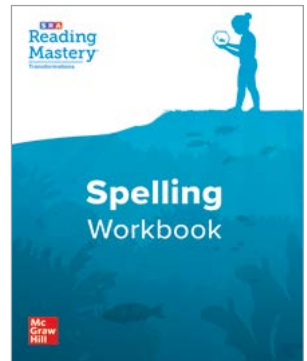
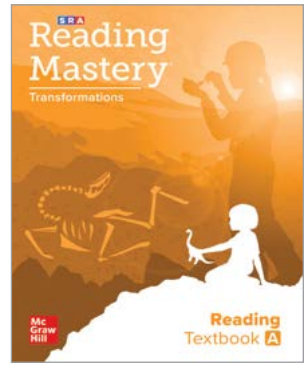




**New Edition!**

**SRA**  
**Reading Mastery**  
Transformations

**DIRECT INSTRUCTION**



**SRA**  
**Reading Mastery**  
Transformations

<https://wi.st/3va3oyC>

**WALKTHROUGH**


## 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 or wide range of students, including special populations.


Educators use Reading Mastery to explicitly and systematically teach key foundational literacy skills and how to read, omprehend, 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

- 

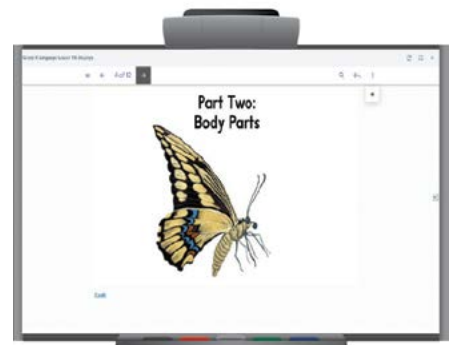
**Foundational Skills**  
Delivers explicit decoding instruction so that learners become accurate and fluent readers.
- 

**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](http://www.mheducation.com.sg/direct-instruction/programs)

[View ISBN List on page 160](#)

## 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**

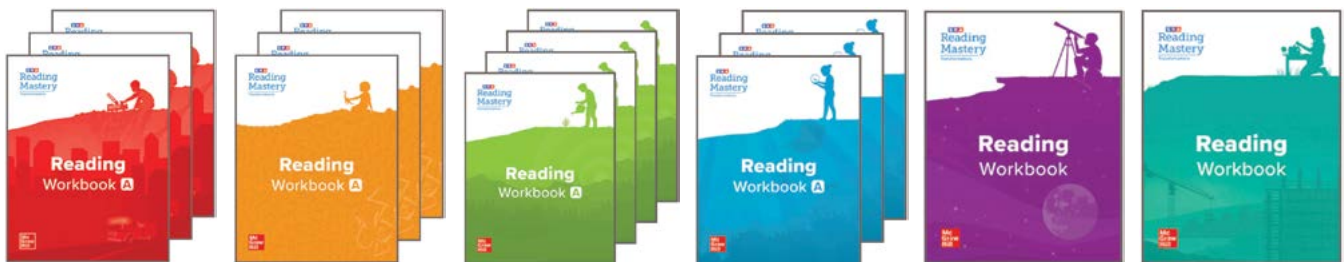
GRADES	FOCUS	OUTCOMES
<b>K and 1</b>	<ul style="list-style-type: none"> <li>Identify and write letters</li> <li>Phonics and phonemic awareness.</li> <li>Expand oral language.</li> <li>Decode words and read text.</li> <li>Spell decodable words.</li> <li>Write basic sentences and punctuations.</li> <li>Build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

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)



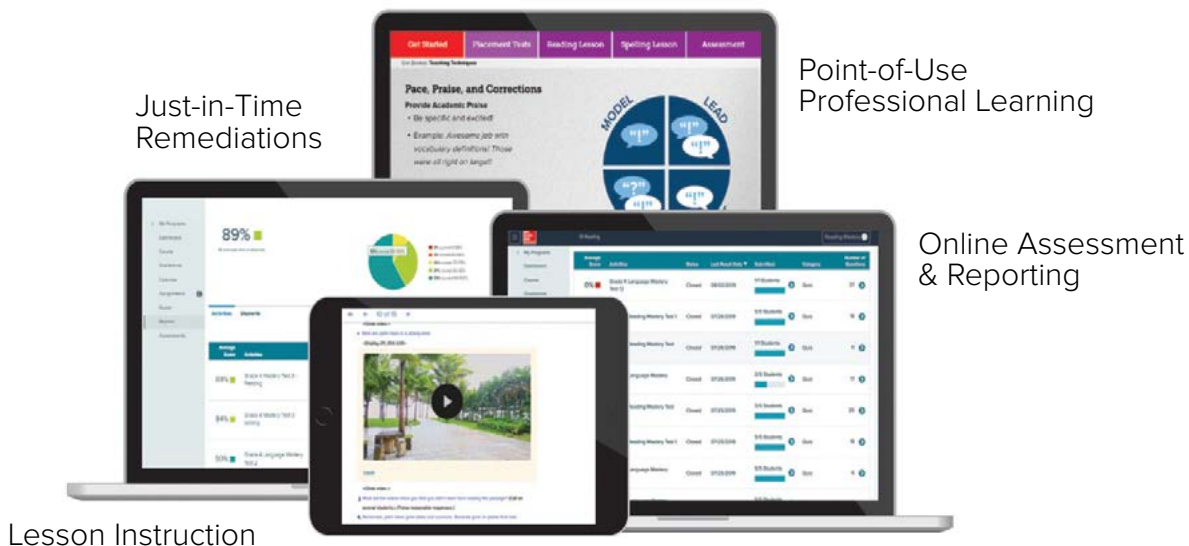
Spelling Workbook (Grade 2 to 5)



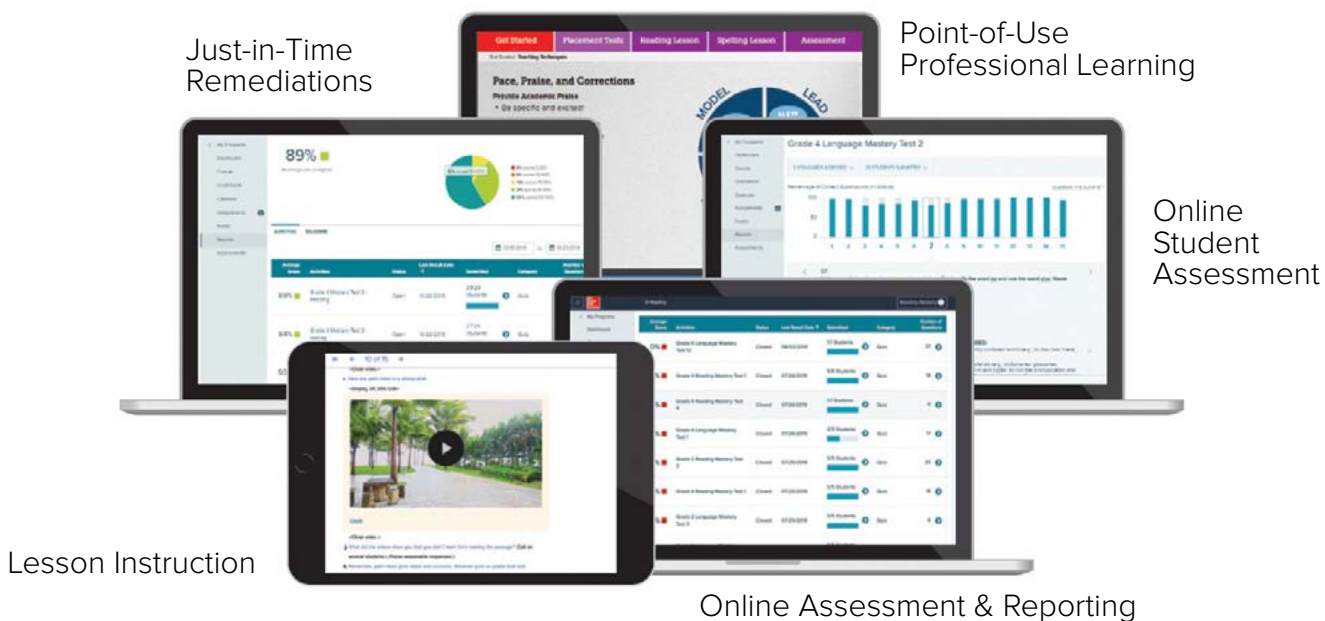


## TEACHERS EXPERIENCE

Grade K to 2



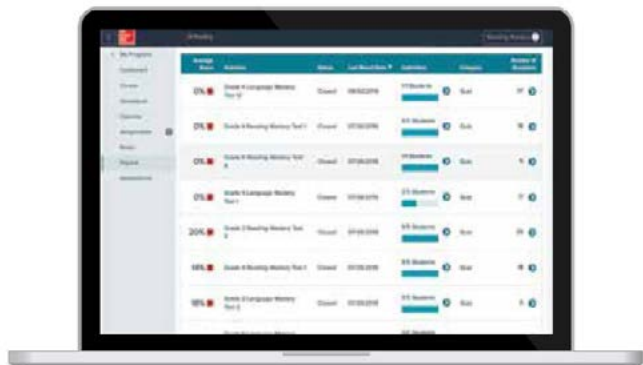
For Grade 3 to 5



## Digital Information

### Transform Teaching Through A Robust Teaching Experience

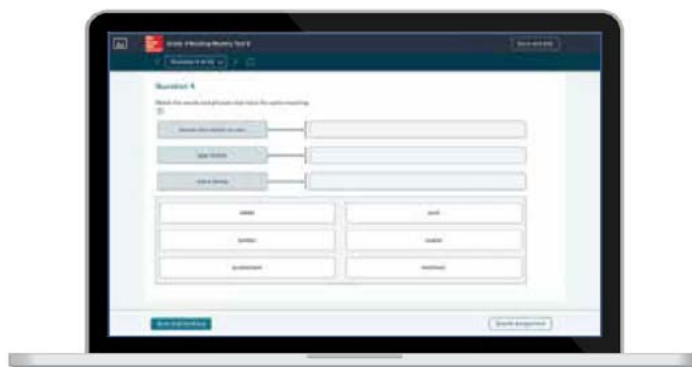
- Integrated reading, language arts, and spelling instruction
- Point-of-use professional learning
- Online assessment and reporting
- Just-in-time remediations



### Motivate Learning With Engaging Student Materials

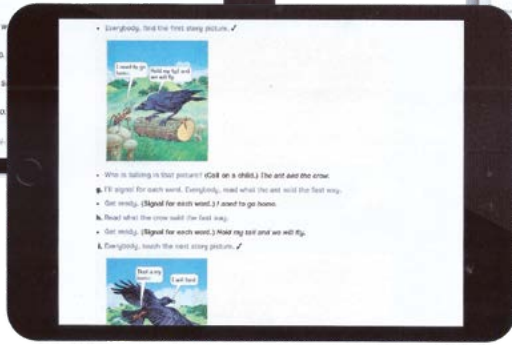
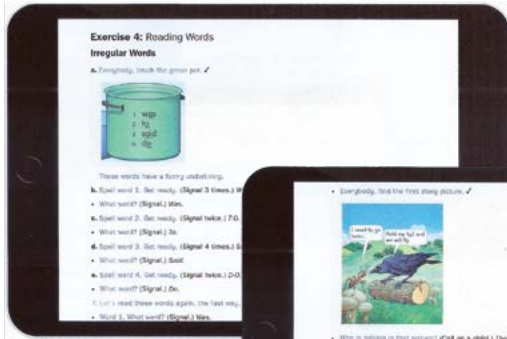
Engaging narrative and informational text builds key foundational skills and supports learners' reading earlier and more often.

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

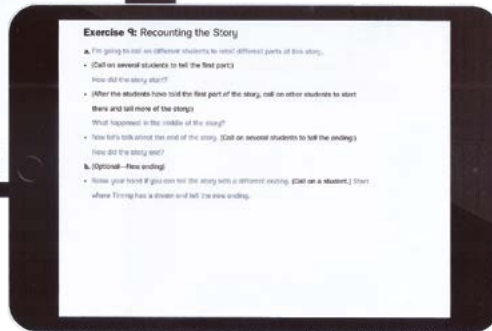


Sample Pages

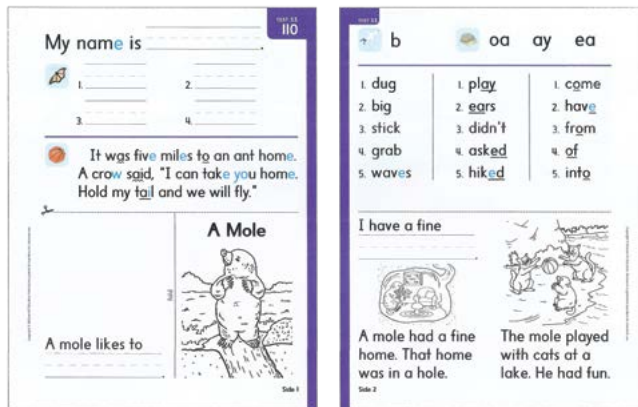
READING STRAND



Teacher Experience  
 Grade K



Teacher Experience  
 Grade 3



Student Assessment  
 Grade K



Sample Pages

READING STRAND

101

1 hug  
2 run  
3 up

1 was  
2 to  
3 said  
4 do

1 hear  
2 hope  
3 greet  
4 land  
5 go  
6 can

1 stones  
2 mil's  
3 kissed  
4 cov's

An ant said, "I need to go home." It was five miles to his home. A crow said, "I can take you home. Hold my tail and we will fly."

In no time, the crow and the ant came over an ant hill. The ant told the crow to land. And the ant gave the crow a kiss.

I need to go home.

Hold my tail and we will fly.

That is my home.

I will land.

Student Textbook Grade K

10

1. climb  
2. receive  
3. smelly  
4. previous

1. search  
2. struggle  
3. tattooed  
4. velvet  
5. stuffing

1. searched  
2. received  
3. struggled  
4. remembered  
5. witnessed  
6. stuffed

1. whether  
2. whether  
3. being  
4. being  
5. because  
6. because

The Velveteen Rabbit

Retold by Neil Gaiman  
Illustrated by David Soman

After a while, the rabbit started to show signs of wear. It became faded and worn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Tommy loved it even more than when he had first held it.

Student Textbook Grade 3

My name is \_\_\_\_\_

I need to go \_\_\_\_\_

Hold my tail and we will \_\_\_\_\_

hike fly crow home ant tail

meal nail mail meal pestil

rail mole meal sail

seal meal mill mail tail

mole mail fail nail meal

weeds win waves sit sits hike hide

trip fry train fry fry spy fly fry

tail tails tails tails know snow slow low

10 Name \_\_\_\_\_

1. How old was Tommy when he got the velveteen rabbit?

2. What color was the rabbit when he got it?

3. What color was the rabbit after Tommy had it for a few years?

4. Underline the sentence in the passage below that answers question 3.

After a while, the rabbit started to show signs of wear. It became faded and worn. One of its ears no longer stood up. And its color had changed from a pretty pink color to gray. But Tommy loved it even more than when he had first held it.

5. Who thought that Tommy should get rid of the velveteen rabbit?

6. In Tommy's dream, who told him something about his rabbit?

7. What did that person say would happen to the rabbit?

8. Where did his mother tell him to take the tattooed rabbit?

9. When Tommy looked back at the rabbit, how had it changed?

3. Write the letter of the passage that tells the plot for this story.

A. A boy named Tommy got sick. A prince told Tommy that his velveteen rabbit was his friend. When Tommy was older, his mother got the rabbit in the woods. She thought Tommy was too big to have a toy rabbit.

B. Tommy's favorite toy was a stuffed velveteen rabbit. A prince told him it was real. Tommy's mother didn't like the toy rabbit, so she brought Tommy a real rabbit. Tommy liked the real rabbit so much that he forgot all about his old stuffed toy.

C. Tommy's favorite toy was a stuffed velveteen rabbit. Tommy loved the rabbit. When Tommy got sick, his mother told him to get rid of the rabbit. When Tommy was older, he left the rabbit in the woods. When he looked back, there was a live rabbit right where he had left his toy.

Student Workbook Grade K

Student Workbook Grade 3

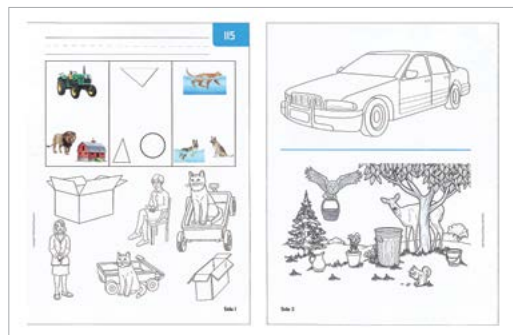
LANGUAGE ARTS STRAND



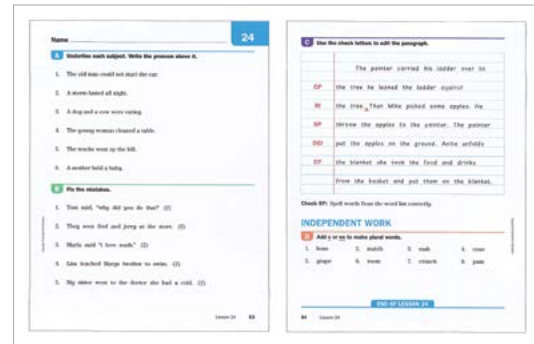
Teacher Experience *Grade K*



Teacher Experience *Grade 3*



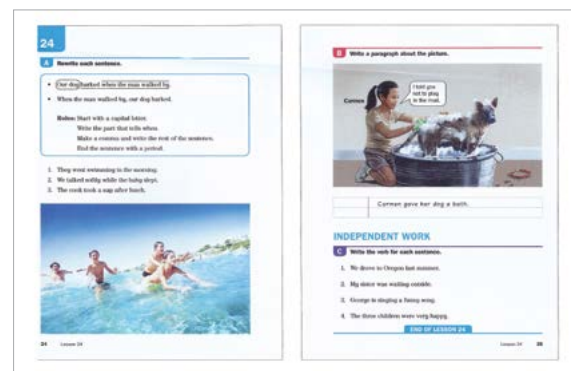
Student Workbook *Grade K*



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 Components 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

**LESSON 75**

**EXERCISE 1 Actions—Verb Tenses/Pronouns**

- It's time for some actions.
  - Everybody, point to the wall. (Signal: Wait.) What are you doing? (Signal: Pointing to the wall.) Everybody, point to a window. (Signal: Wait.) What are you doing? (Signal: Pointing to a window.)
  - What were you doing? (Signal: Pointing to the wall.) Say the whole thing. (Signal: I was pointing to the wall. (Have children stop pointing to the window.)
  - What were you doing? (Signal: Pointing to a window.) (Have children stop pointing to the wall.)
- Repeat part 1 until all children's responses are firm.

**EXERCISE 2 Materials**

- Think of things that are made of wood. Let's see who can name at least three things made of wood. (Call on different children to name objects made of wood. Each child should name at least three things.)
- Think of things that are made of cloth. Let's see who can name at least three things made of cloth. (Call on different children to name objects made of cloth. Each child should name at least three things.)
- Think of things that are made of plastic. Let's see who can name at least three things made of plastic.

**EXERCISE 3 Cumulative Information**

- Let's see how much information you remember.
  - What do we call a place with lots of people? (Signal: A city.) Say the whole thing about a city. (Signal: A city is a place with lots of people.)
  - What do we call a place where food is grown? (Signal: A farm.) Say the whole thing about a farm. (Signal: A farm is a place where food is grown.)
  - What is an eat a place where you buy things? (Signal: A store.) Say the whole thing about a store. (Signal: A store is a place where you buy things.)
- Repeat part 1 until all children's responses are firm.

**EXERCISE 4 Classification—Clothing**

- We're going to talk about clothing.
  - (Point to a.) This is not clothing.
  - (Point to b.) This is clothing.
  - (Point to c.) This is clothing.
  - (Point to d.) This is not clothing.
  - (Point to e.) This is not clothing.
  - (Point to f.) This is clothing.
- Get ready to tell me which objects are clothing. (Point to each object, and ask: Is this clothing? Think. Children are to answer yes or no.)
- Now let's look at some more clothing. (Turn the page quickly.)

**EXERCISE 4 Classification—Clothing**

**CORRECTIONS**

**EXERCISE 1**

**Error**  
(Children name the object.)

**Correction**

- Yes, right. It is a broom of objects, but it's not clothing.
- Repeat parts 1 and 2 of the exercise.

Workbook

Behavioral Objectives Book

**Lesson 75** Name \_\_\_\_\_

Point to the whole pencil. "What is this?" "Name the parts of the pencil."

"Show me a snake that is not long." "What color is it?" "Now show me a snake that is long."

"Show me a dog that is not." "What did you draw on the dog?" "Now show me a dog that is not wet."

Series Guide

**LESSON 90**

**EXERCISE 1 Calendar**

Look at the calendar.

- We're going to talk about today, tomorrow, and one week from today.
  - Tell me the day of the week it is today. Get ready. (Signal.)
  - Tell me the day of the week it will be tomorrow. Get ready. (Signal.)
  - Tell me the day of the week it will be one week from today. Get ready. (Signal.) (Repeat step a until firm.)
- Now the dates.
  - Tell me today's date. Get ready. (Signal.)
  - Tell me tomorrow's date. Get ready. (Signal.)
  - Tell me the date it will be one week from today. Get ready. (Signal.)
- Once more.
  - Later, tell me today's date. Get ready. (Signal.)
  - Tell me tomorrow's date. Get ready. (Signal.)
  - Tell me the date it will be one week from today. Get ready. (Signal.) (Repeat step c until firm.)

**EXERCISE 2 Retelling**

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

- 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 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.
- 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 the words, She wagged her tail when, and tell when she did that and what happened next. (Call on different children. Idea: 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.) No.
  - Tell what Fluffy came home with that night. (Call on a child. Idea: Lots of fish in the back of the truck.)
- I'll tell the story one more time. Then you'll start with the words, 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 in 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.

Series Guide



## Set the Stage for Reading Comprehension and Writing

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

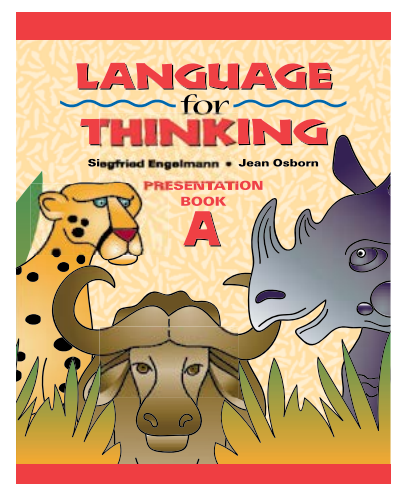
**Language for Thinking** builds on the concepts, vocabulary and statement patterns introduced in Language for Learning. Sequenced activities, vocabulary development, extensive practice, sequencing and retelling exercises, and inference activities set the stage for reading comprehension and the grammatical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

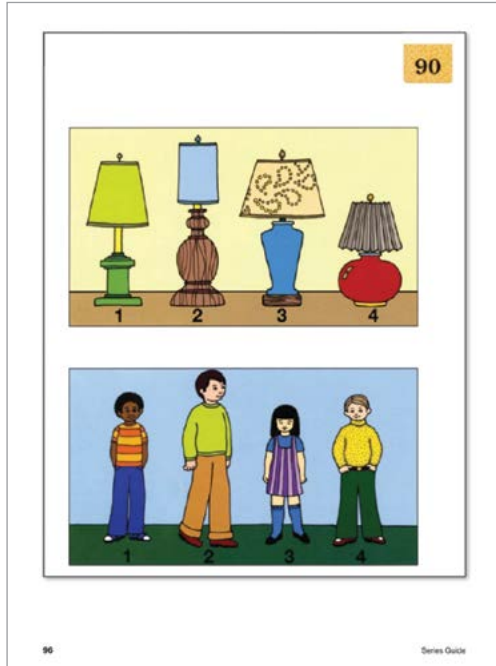
### Key Components Summary

- **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

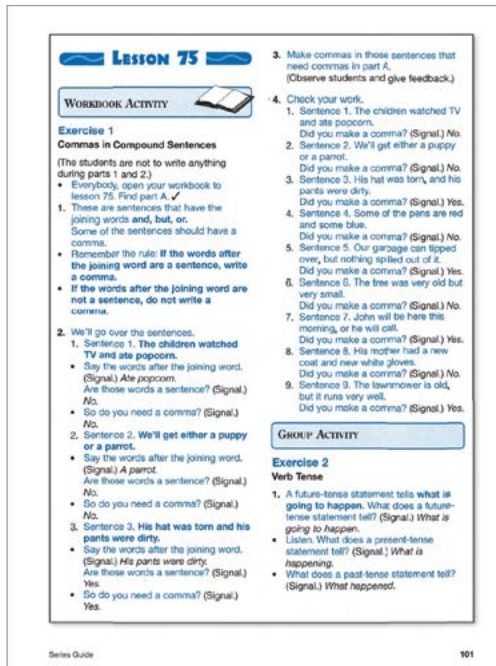
Student Picture Book



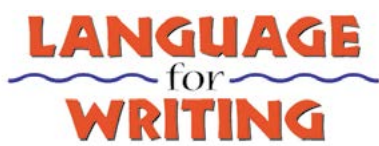
Workbook



Teacher's Guide







## Systematic Practice in Expanding Writing Skills

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

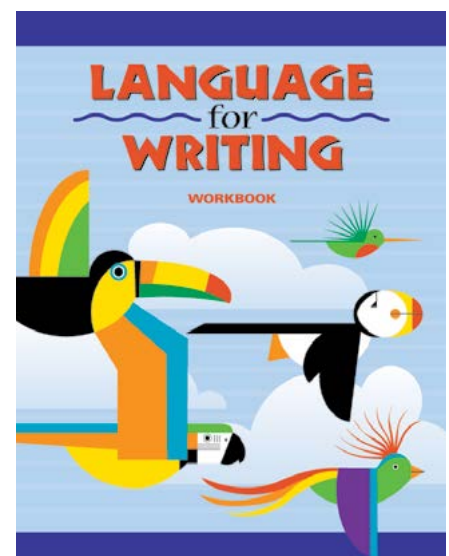
**Language for Writing** develops critical thinking, vocabulary and communication skills students need to achieve high content standards. Ongoing exercises show students how to write narratives, use specific words, make precise comparisons, summarize and proofread.

#### 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 Components 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.**

- José picked up his bat 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.
- 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 bucket or the dog. Then copy the sentence under the picture.**



mopping  
bucket  
floor  
tipped  
yelled

The dog ran out of the kitchen.

Series Guide 107

**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 zoom, down the hill he went.

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

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

Series Guide 108

Student Workbook

**LESSON 75**

Name \_\_\_\_\_

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

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

Series Guide 105

**LESSON 75**

Name \_\_\_\_\_

**Independent Work**

**C. For each item, write a sentence with a comma.**

- Will you sing? Or will you dance?  
\_\_\_\_\_
- I could see. But I couldn't hear.  
\_\_\_\_\_
- Bob sat down. And he fell asleep.  
\_\_\_\_\_
- 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.**

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

Series Guide 106



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



## Key Components 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.

Name \_\_\_\_\_ Date \_\_\_\_\_

**BLM 2A**

**Planning Sheet for Writing a Persuasive Composition**

Topic \_\_\_\_\_

Opinion \_\_\_\_\_

Reason \_\_\_\_\_

Evidence \_\_\_\_\_

Reason \_\_\_\_\_

Evidence \_\_\_\_\_

Reason \_\_\_\_\_

Evidence \_\_\_\_\_

Restated Opinion \_\_\_\_\_

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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 mastery 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 ideas 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 nonconfrontational language.	
Indents paragraphs.	
Uses correct capitalization for titles and proper nouns.	
Uses apostrophes in contractions and possessives.	
Uses conventional spelling at a developmentally appropriate level.	
Employs standard English usage.	
<b>Total Points</b>	

**If the student scores . . .**

85-100 points	Administer the pretest for the advanced level of Persuasive Writing.
20-84 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.

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Intermediate Persuasive Writing • Introduction and Pretest **5**

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

**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:

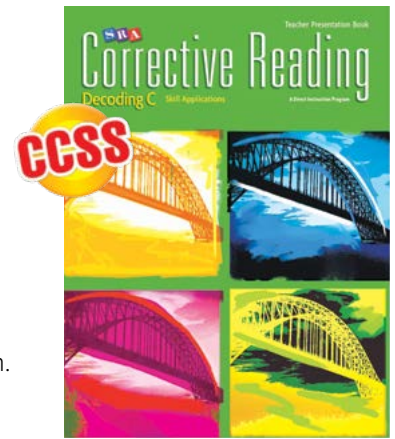
- Cannot follow multi-step directions
- Exhibit poor auditory memory and statement repetition skills
- Lack the analytical skills required to process arguments
- Have a deficient vocabulary
- Lack background or domain knowledge

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 Components 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

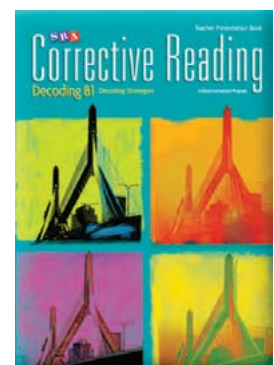
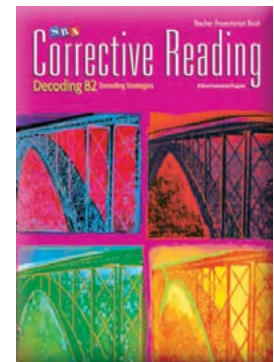
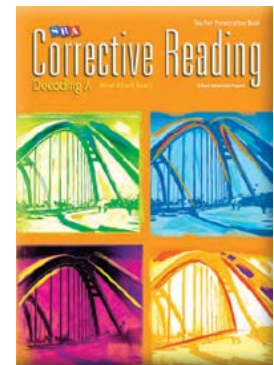
Corrective Reading Decoding Teacher Materials include: Presentation Books (1 or 2); Teacher's Guide; and Practice and Review Activities CD-ROM.

### Digital Information

Available on connectED

#### Teacher:

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



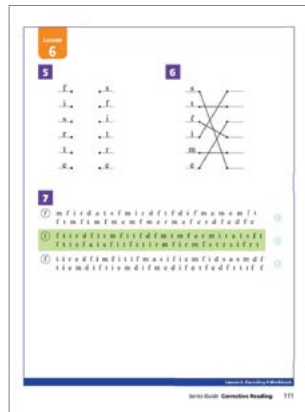
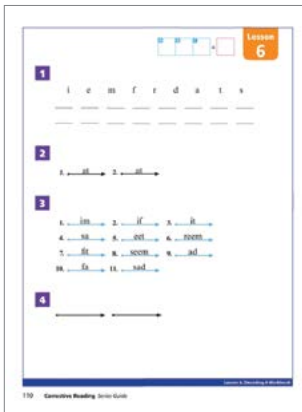
# Corrective Reading Decoding Chart

	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



CORRECTIVE READING DECODING

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

View ISBN List on page 162



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 Components 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

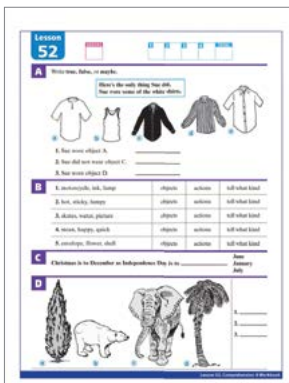


### Sample Pages

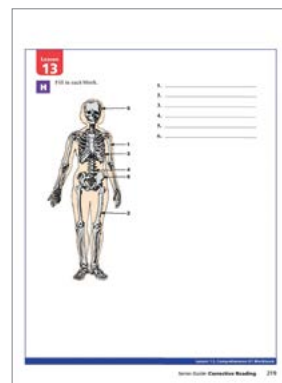
Comprehension A  
Fast Cycle Workbook



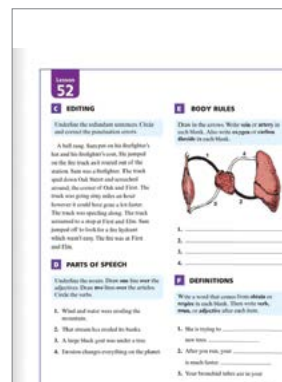
Comprehension A  
Workbook



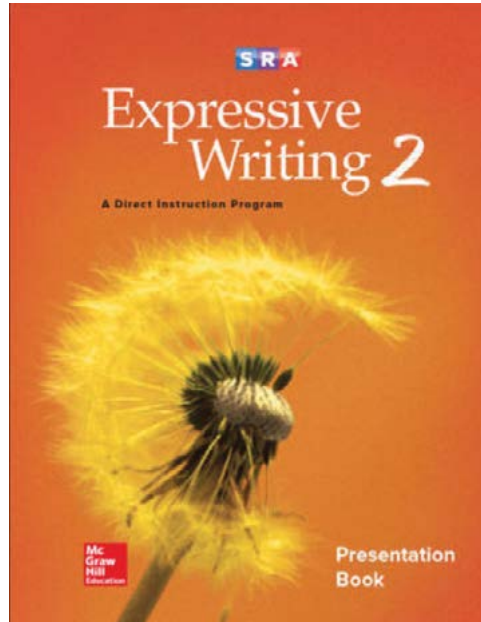
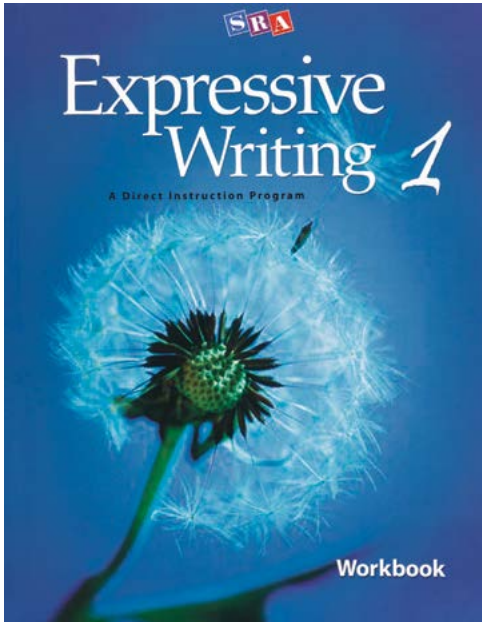
Comprehension B1 Workbook



Comprehension B2 Workbook



CORRECTIVE READING COMPREHENSION



## 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 Components Summary

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

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[View ISBN List on page 163](#)

Sample Pages

**Lesson 8**

**Part A**

1. take	took	6. buy		11. buy
2. buy	bought	7. fall		12. get
3. get	got	8. are		13. take
4. are	were	9. get		14. are
5. fall	fell	10. take		15. fall

**Part B**  
**Instructions:** Fix up the sentences so that they tell what happened.

- The horses put the wagon.
- Tammy is in first place.
- Alice throws the ball.
- He has two pencils.
- They run to the store.
- We pick flowers.

**Part C**  
**Instructions:** Underline the part of each sentence that names.

Maria was teaching her horse to do new tricks. She loved to teach tricks to her horse. That horse learned new tricks quickly. It had already learned many tricks. It was able to count 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 27

**Part D**

1. Kim

2. Jim

- Kim jumped high into the air.
- Kim was in front of a fence.
- Kim caught a ball.
- Kim reached high over her head.
- Jim held a can of paint.
- Jim stood on a ladder.
- The wall had paint on it.
- Jim painted a wall.

3. Tim

4. Mr. Garcia

**Lesson 8**

**Objectives**

- Write irregular past-tense verbs for present-tense verbs. (Exercise 1)
- Change the verbs in the present-tense sentences into past-tense sentences. (Exercise 2)
- Indicate the part of each sentence that names and the part that tells more in a passage about two individuals. (Exercise 3)
- Select sentences that state the main thing that illustrated characters did. (Exercise 4)
- Complete a paragraph that reports on what an illustrated character did. (Exercise 5)

**Exercise 1: Irregular Past-Tense Verbs**

1. Open your workbook to Lesson 8. Find part A.

2. The word in the first column tells what is happening. Read to each word in the words that tells what happened.

3. I'll say the word that tells what is happening. You'll say the word that tells what happened. (Signal) **Take.** Say the word that tells what happened. (Signal) **took.** **Buy.** Say the word that tells what happened. (Signal) **bought.** **Get.** Say the word that tells what happened. (Signal) **got.** **Are.** Say the word that tells what happened. (Signal) **were.** **Fall.** Say the word that tells what happened. (Signal) **fell.**

4. Write the words that tell what happened for items 6 through 15. (Observe students and give feedback. Praise students who spell correctly.)

5. Let's check our work.

**Exercise 2: Editing: Changing Present-Tense Sentences to Past**

1. Find part B in your workbook.

2. These sentences do not tell what happened. They tell what is happening now. You're going to change each sentence so that it tells what happened. The underlined part of each sentence is the part that is wrong.

3. Sentence 1 says: The horses put the wagon. Say the sentence so that it tells what happened. (Signal) **putted.** The horses putted the wagon. Cross out the word putted and write put above it. (Observe students and give feedback.)

4. Fix up the rest of the sentences. Change a word to make the sentence tell what happened. (Observe students and give feedback.)

5. Let's check your work.

6. Sentence 1: Say the sentence so that it tells what happened. (Signal) **put.**

**Part C**

- They will come with us unless it rains.
- Although the sky was cloudy we decided to go to the beach.
- The girls talked a lot as they prepared for the picnic.
- If Marcus gets this word right he will be the class spelling champion.
- Unless the other team scores five points our team will win the game.
- The little horse jumped up when it saw the carrot.
- We will be late if the bus doesn't come soon.
- If you see my brother tell him to be home by eight o'clock.

**Part D**  
**Instructions:** In each item, a person says two things. Put in the missing punctuation marks.

1. Can I stay up late Tony asked his mother. My favorite show is on television.

2. Where have you been the teacher said to Josh. The

**Exercise 3: Underlining the Part that Names**

- Find part C in your workbook.
- I'll read the instructions. Underline the part of each sentence that names.
- Each sentence in this passage names, then tells more. Read the passage to yourself. Underline the part of each sentence that names. (Observe students and give feedback.)
- Let's check your work. First you'll tell me the words that name. Then you'll tell me the words that tell more. (Signal) **Maria.** What words tell more? (Signal) **Was teaching her horse to do new tricks.** (Signal) **She.** What words tell more? (Signal) **Loved to teach tricks to her horse.** (Signal) **That horse.** What words tell more? (Signal) **Learned new tricks quickly.** (Signal) **It.** What words tell more? (Signal) **It was able to count by nodding its head.** (Signal) **It.** What words tell more? (Signal) **It was able to roll over.** (Signal) **It.** What words tell more? (Signal) **Was proud of her horse.** (Signal) **She.** What words tell more? (Signal) **It was the smartest horse she had ever seen.**

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

- Take out a piece of lined paper. Write your name and today's date.
- Find part D in your workbook.
- You're going to underline the sentences that tell the main thing each person did.
- Look at picture 1. Name person 1. (Signal) **Kim.**
- I'll read the first sentence: Kim jumped high into the air. Does that sentence tell the main thing Kim did? (Signal) **No.**
- Next sentence: Kim was in front of a fence. Does that sentence tell the main thing Kim did? (Signal) **No.**
- Next sentence: Kim caught a ball. Does that sentence tell the main thing Kim did? (Signal) **Yes.**

**Lesson 36**

**Part A**

- Anita wanted to go to the show but all the tickets had been sold.
- David went to bed early but he did not fall asleep until midnight.
- Rosa made 10 dollars washing cars but she still didn't have enough money to buy the guitar she wanted.
- We wanted to go swimming but the water was too cold.
- They tried to call home but the line was busy.

**Part B**  
**Instructions:** Fix up the three unclear words in this passage.

Early one morning, Tina drove her car to the garage where Robert, Sam and Jane worked. After Tina parked her car in front of the gas pumps, she walked to the back of the car and opened the gas tank cover. As Robert put gas in the car, he cleaned the front windows. She bent down and took a tire off a car while the men worked on Tina's car.

156 Lesson 36

**Lesson 36**

**Objectives**

- Punctuate compound sentences joined by but. (Exercise 1)
- Locate and fix up unclear words in a passage. (Ex. 2)
- Locate and punctuate sentences that begin with a part of the predicate. (Exercise 3)
- Punctuate separated direct quotations. (Exercise 4)
- Revise sentences to begin with the part that tells where. (Exercise 5)
- Write a multi-paragraph passage that tells what speakers said and did in an illustration. (Exercise 6)

**Exercise 1: Sentences with the Word But**

1. Open your workbook to Lesson 36. Find part A.

2. These are sentences combined with the word but. To punctuate sentences combined with the word but, you put a comma before the word but. Once more: You put a comma before the word but.

3. I'll read sentence 1: Anita wanted to go to the show, but all the tickets had been sold. Where does the comma go? (Signal) Before the word but. Put the comma in the sentence.

4. Fix up the rest of the sentences. Remember, the comma goes before the word but. (Observe students and give feedback.)

5. Check your work.

Sentence 1: Anita wanted to go to the show, but all the tickets had been sold. Sentence 2: David went to bed early, but he did not fall asleep until midnight. Sentence 3: Rosa made 10 dollars washing cars, but she still didn't have enough money to buy the guitar she wanted. Sentence 4: We wanted to go swimming, but the water was too cold. Sentence 5: They tried to call home, but the line was busy.

**Exercise 2: Editing: Punctuation—He, She**

1. Find part B.

2. I'll read the instructions: Fix up the three unclear words in this passage.

3. Read the passage carefully. Look at the picture as you read. Find the three unclear words. Cross them out, then write the person's name. (Observe students and give feedback.)

4. Check your work.

Early one morning, Tina drove her car to the garage where Robert, Sam and Jane worked. After Tina parked her car in front of the gas pumps, —she— walked to the back of the car and opened the gas tank cover. As Robert put gas in the car, —he— cleaned the front windows. —She— bent down and took a tire off a car while the men worked on Tina's car.

**Exercise 3: Editing Sentences that Begin with a Part of the Predicate**

- Find part C.
- Four sentences in part C need a comma because they begin with it, unless or although. Fix up those sentences. (Observe students and give feedback.)
- Check your work.

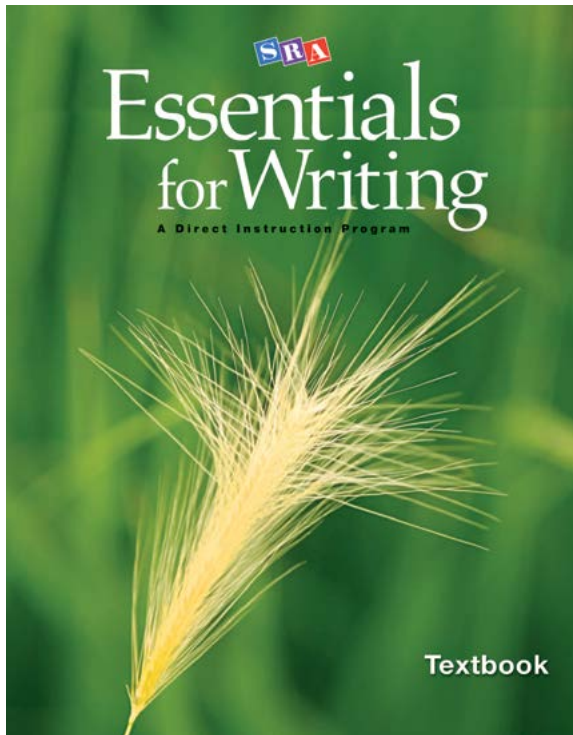
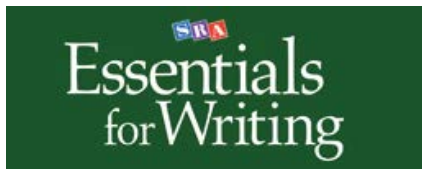
Sentence 1: They will come with us unless it rains. No comma. Sentence 5: Although the sky was cloudy, we decided to go to the beach. Sentence 2: The girls talked a lot as they prepared for the picnic. No comma. Sentence 4: If Marcus gets this word right, he will be the class spelling champion. Sentence 3: Unless the other team scores five points, our team will win the game. Sentence 6: The little horse jumped up when it saw the carrot. No comma. Sentence 7: We will be late if the bus doesn't come soon. No comma. Sentence 8: If you see my brother, tell him to be home by eight o'clock. No comma.

**Exercise 4: Separated Quotations**

- Find part D.
- In each item, a person says two things. Put in the missing punctuation marks. (Observe students and give feedback.)
- Check your work.
- Item 1: Quote marks Can I stay up late, question mark quote marks, Tony asked his mother. Quote marks My favorite show is on television, period quote marks. Item 2: Quote marks Where have you been, question mark quote marks, the teacher said to Josh. Quote marks The class started 10 minutes ago, period quote marks. Item 3: Quote marks I am not feeling well, comma quote marks, Tony said to his mom. Quote marks Call me when you get home, comma quote marks.

Lesson 36 239





*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 Components Summary

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

[www.mheducation.com.sg/direct-instruction/programs](http://www.mheducation.com.sg/direct-instruction/programs)

[View ISBN List on page 163](#)

Sample Pages

Presentation Book

**Sample Lesson**

**Lesson 1**

**Exercise 1**

**TWO SENTENCE PARTS**

- Copy your book to Lesson 1 and find part A.
- Mark's name tells more.
  - Sentence has two parts.
  - The first part names something or someone.
  - The second part tells more.
- What does the first part do? (Signal) Names something or someone.
- What does the second part do? (Signal) Tells more.

**Repeat step 2 until free.**

4. Listen: He was hungry.

- Say that sentence. (Signal) He was hungry.
- What's the part that tells more? (Signal) He.

**Te correct.**

He, that's the part that names.

What's the part that tells more? (Signal) Was hungry.

Was hungry, that's the part that tells more.

**Repeat step 2 until free.**

5. Listen: A boy was hungry.

- Say that sentence. (Signal) A boy was hungry.
- What's the part of the sentence that names? (Signal) A boy.

**Te correct.**

He, that's the part that names.

Was hungry, that's the part that tells more? (Signal) A boy.

**Repeat step 2 until free.**

6. Listen: His dog was not hungry.

- Say that sentence. (Signal) His dog was not hungry.
- What's the part that tells more? (Signal) Was not hungry.

**Repeat step 2 until free.**

7. Repeat step 2 until free.

8. Listen: A boy was tired and hungry.

- Say that sentence. (Signal) A boy was tired and hungry.
- What's the part that names? (Signal) A boy.

**Te correct.**

He, that's the part that names? (Signal) Was tired and hungry.

Was tired and hungry, that's the part that tells more.

**Repeat step 2 until free.**

**1**

10. Listen: His dog was not hungry.

- Say that sentence. (Signal) His dog was not hungry.
- What's the part that names? (Signal) His dog.
- What's the part that tells more? (Signal) Was not hungry.
- What's the part that tells more? (Signal) Was not hungry. That's the part that tells more.

**Repeat step 2 until free.**

11. Repeat step 2 until free.

12. Listen: The boy's mother was in New York.

- Say that sentence. (Signal) The boy's mother was in New York.
- What's the part that tells more? (Signal) The boy's mother.
- What's the part that tells more? (Signal) Was in New York.
- What's the part that tells more? (Signal) Was in New York. That's the part that tells more.

**Repeat step 2 until free.**

13. Repeat step 2 until free.

14. Listen: The boy's father was in Ohio.

- Say that sentence. (Signal) The boy's father was in Ohio.
- What's the part that names? (Signal) The boy's father.
- What's the part that tells more? (Signal) Was in Ohio.
- What's the part that tells more? (Signal) Was in Ohio. That's the part that tells more.

**Repeat step 2 until free.**

15. Repeat step 2 until free.

16. Listen: Five girls lived in that house.

- Say that sentence. (Signal) Five girls lived in that house.
- What's the part that names? (Signal) Five girls.
- What's the part that tells more? (Signal) Lived in that house.
- What's the part that tells more? (Signal) Lived in that house. That's the part that tells more.

**Repeat step 2 until free.**

17. Repeat step 2 until free.

**18. Listen: An old chair is in that house.**

- Say that sentence. (Signal) An old chair is in that house.
- What's the part that names? (Signal) An old chair.
- What's the part that tells more? (Signal) Is in that house.
- What's the part that tells more? (Signal) Is in that house. That's the part that tells more.

**Repeat step 2 until free.**

**19. Repeat step 2 until free.**

**INDIVIDUAL TEST**

Call on individual students to do a step in steps 8-18.

**Exercise 2**

**IDENTIFY COMPLETE SENTENCES**

- Find part B.
- You're going to do a lot of work with sentences. Here is the best rule about writing: If you write a paragraph, a story, or a letter to somebody, you write in sentences.
  - What do you write in? (Signal) Sentences.
  - Yes, you always write in sentences.
- Listen: Feeding a dog.
  - Say it. (Signal) Feeding a dog. That is not a sentence.
  - Listen: After the game.
  - Say it. (Signal) After the game. That is not a sentence.
  - Listen: After the game, he was happy.
  - Say it. (Signal) After the game, he was happy. That is not a sentence.
  - Listen: To make sure they are happy.
  - Say it. (Signal) To make sure they are happy. That is not a sentence.
  - Listen: She was feeding a dog.
  - Say it. (Signal) She was feeding a dog. That is not a sentence.
  - Listen: We walked home after the game.
  - Say it. (Signal) We walked home after the game. That is not a sentence.

**1**

3. Listen: He gave them toys to make sure they are happy.

- Say it. (Signal) He gave them toys to make sure they are happy.
- What's the part that names? (Signal) He.
- What's the part that tells more? (Signal) Gave them toys to make sure they are happy.

**Repeat step 2 until free.**

4. Listen: Running in the park.

- Say it. (Signal) Running in the park.
- What's the part that names? (Signal) Running in the park.
- What's the part that tells more? (Signal) He.
- What's the part that tells more? (Signal) He.

**Repeat step 2 until free.**

5. Listen: My bigger brother, Bill.

- Say it. (Signal) My bigger brother, Bill.
- What's the part that names? (Signal) My bigger brother, Bill.
- What's the part that tells more? (Signal) He.
- What's the part that tells more? (Signal) He.

**Repeat step 2 until free.**

6. Listen: That is my bigger brother, Bill.

- Say it. (Signal) That is my bigger brother, Bill.
- What's the part that names? (Signal) That is my bigger brother, Bill.
- What's the part that tells more? (Signal) He.
- What's the part that tells more? (Signal) He.

**Repeat step 2 until free.**

7. Listen: He ran to the store.

- Say it. (Signal) He ran to the store.
- What's the part that names? (Signal) He.
- What's the part that tells more? (Signal) Ran to the store.

**Repeat step 2 until free.**

8. Listen: Run to the store.

- Say it. (Signal) Run to the store.
- What's the part that names? (Signal) Run to the store.
- What's the part that tells more? (Signal) He.
- What's the part that tells more? (Signal) He.

**Repeat step 2 until free.**

**Exercise 3**

**WRITE COMPLETE SENTENCES**

- Find part C.
- Read a list about the sentences you will write. All the sentences are in capital letters and end in a period.
- Copy that list. (Signal) All the sentences must start with a capital letter and end in a period.
- Repeat step 2 until free.
- Circle part C and number your lined paper from 1 to 5.
  - I am going to see Wings. Some are sentences, and some are not sentences. You won't write them if they are not sentences. You will underline the first letter of the sentence and end the sentence with a period.

**1**

8. Listen: They switched TV after dinner.

- Say it. (Signal) They switched TV after dinner.
- What's the part that names? (Signal) They.
- What's the part that tells more? (Signal) Switched TV after dinner.

**Repeat step 2 until free.**

9. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

10. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

11. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

12. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

13. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

14. Listen: I went into that room.

- Say it. (Signal) I went into that room.
- What's the part that names? (Signal) I.
- What's the part that tells more? (Signal) Went into that room.

**Repeat step 2 until free.**

11. Sentence 6: At 9:30 the doors open.

- Is that sentence correct? (Signal) No.
- What did you write? (Signal) Doors open.
- Yes, at 9:30 the doors open.

12. Sentence 7: John walks at the time.

- Is that sentence correct? (Signal) No.
- What did you write? (Signal) John walks at the time.
- Yes, John walks at the time.

13. Sentence 8: I help my father's cooking.

- Is that sentence correct? (Signal) No.
- What did you write? (Signal) I help.
- Yes, I help my father's cooking.

14. Sentence 9: The girl always cries the old oak tree.

- Is that sentence correct? (Signal) Yes.
- What did you write? (Signal) The girl always cries the old oak tree.
- Yes, the girl always cries the old oak tree.

15. Sentence 10: The older boys in gym class walk in the pool every evening.

- Is that sentence correct? (Signal) No.
- What did you write? (Signal) About walk.
- Yes, the older boys in gym class walk in the pool every evening.

16. Sentence 11: The men race to the old woman.

- Is that sentence correct? (Signal) Yes.
- What did you write? (Signal) The men race to the old woman.
- Yes, the men race to the old woman.

**Instructions for Turning in Papers**

- Fix all your mistakes. Make your papers as perfect as you can.
- Turn in your papers.

**Grading Papers**

- Circle any writing connected to 10 points. For each unhelpful mistake, take off 1 point. Four things not fixed = 40%.

Textbook

**Lesson 1**

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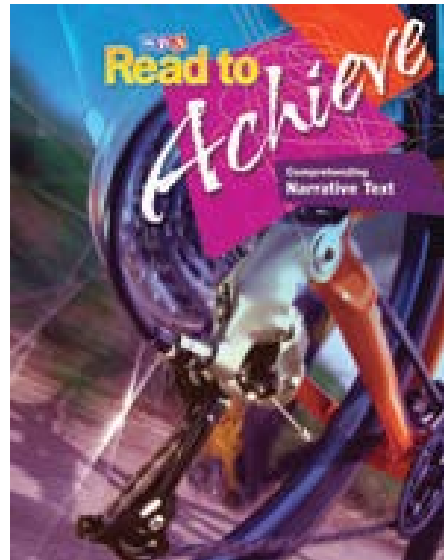
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## Develop the Writing Competencies Your Students Need to Succeed

### 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 Components Summary

- **Read to Achieve Teacher Materials:**

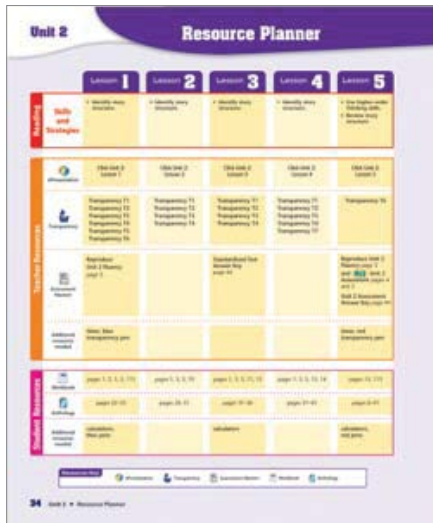
Teacher Edition, Professional Development Guide, Teaching Tutor, ePresentation, Transparencies, Assessment Blackline Masters, and 1 copy of student materials.

- **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.



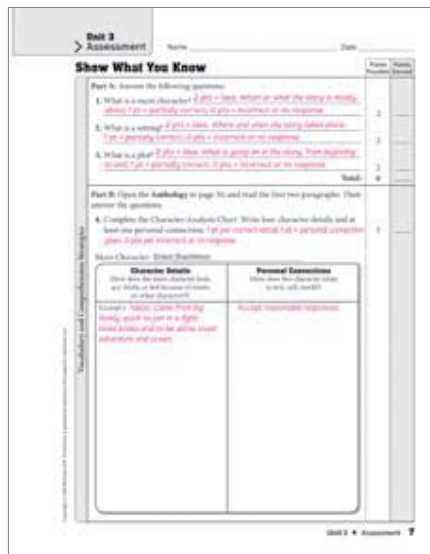
Teacher's Edition

Keep instruction on target with detailed lessons and teaching routines



Transparencies

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Assessment Blackline Masters

Help you monitor and evaluate student progress



Professional Development Guide

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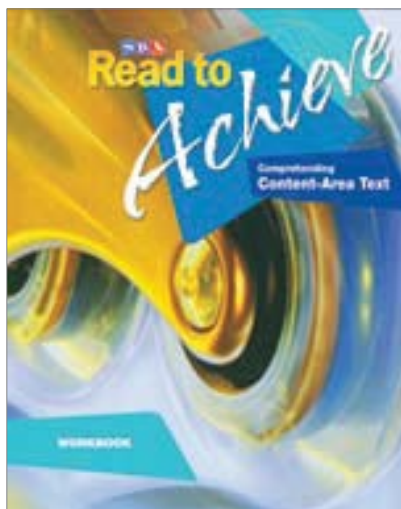
Sample Pages

Comprehending Content-Area Text



Content Reader

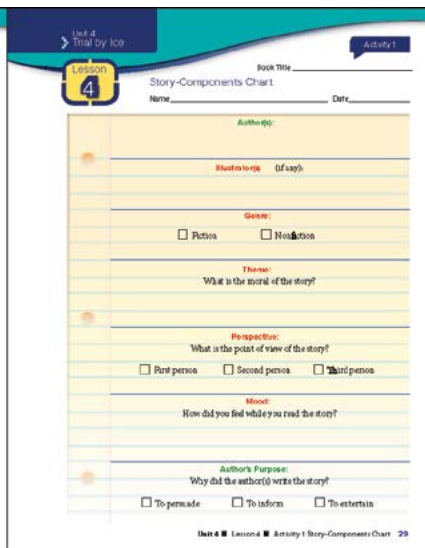
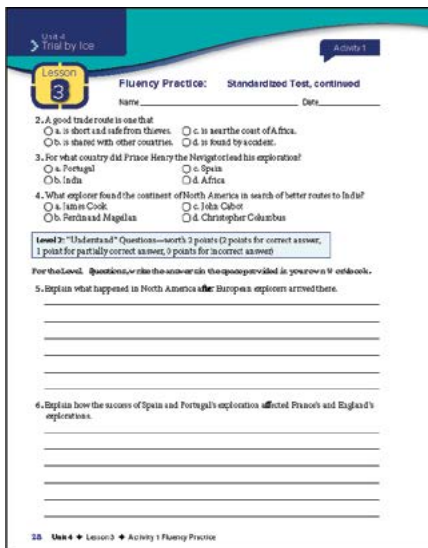
- Provides age-appropriate expository text that matches grade-level and Lexile® recommendations
- Replicates the content, style, and structure of best-selling science and social studies textbooks
  - 70% science
  - 30% social studies
  - Transitions to self-selected textbooks (Units 21–25)
- Lexile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



Workbook

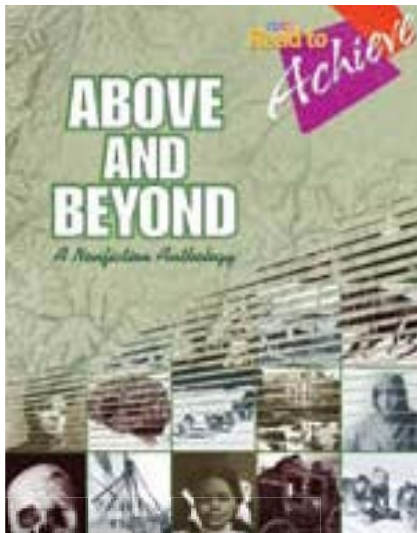
- Interactive practice for each lesson
- Graphic organizers to help structure information and map content
- Gradually replaced by students' own science and social studies textbooks

## Comprehending Narrative Text



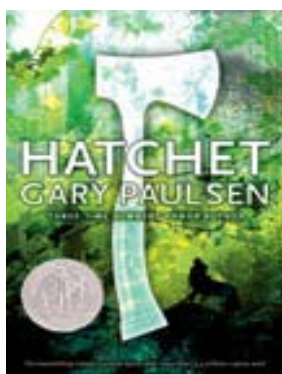
### Workbook

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



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- Offers a wide variety of high-interest, authentic text to engage and motivate struggling readers
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  - Trial by Ice
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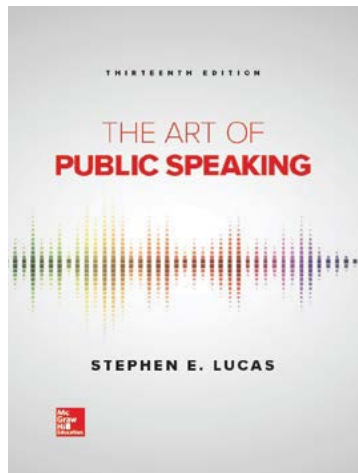


### Novel Study

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- Identify areas that need more study.
- Improve reading comprehension by highlighting key content that needs additional study.
- Present focused content specific to the student's individual needs.



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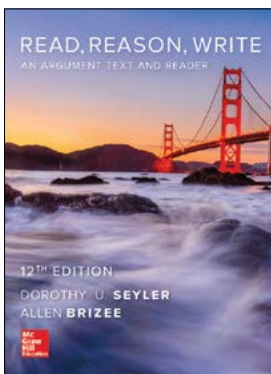


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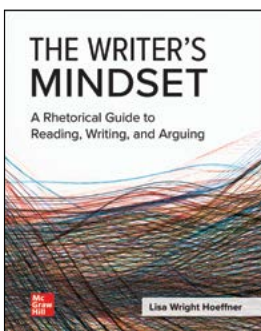


## Read, Reason, Write: An Argument Text and Reader

### Unites Argument and Critical Thinking

Read, Reason, Write: An Argument Text and Reader unites instruction in critical reading and analysis, argument, and research strategies with a rich collection of readings that provide practice for the skills as well as new ideas and insights for readers. Through its history, the text has shown students how reading, analytic, argumentative, and research skills are interrelated and how the combined skills help each student to develop critical thinking.

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To become good writers, students must learn more than a writing process; they must develop a writer's mindset—the rhetorical skills to read critically, analyze and synthesize sources, and write with their audiences in mind. How can we help students with the challenges involved in thinking like a writer? By using incremental steps that move from literal thinking to analytical and critical understanding. The Writer's Mindset 1e makes the development of college-level writing capabilities possible for all students, whatever their level of preparedness, through five key pillars:

- Rhetorical Focus
- Incremental Approach
- Embedded Support
- Student Appeal
- Teacher Support

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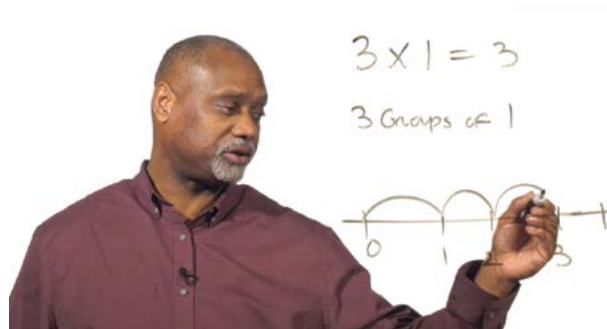
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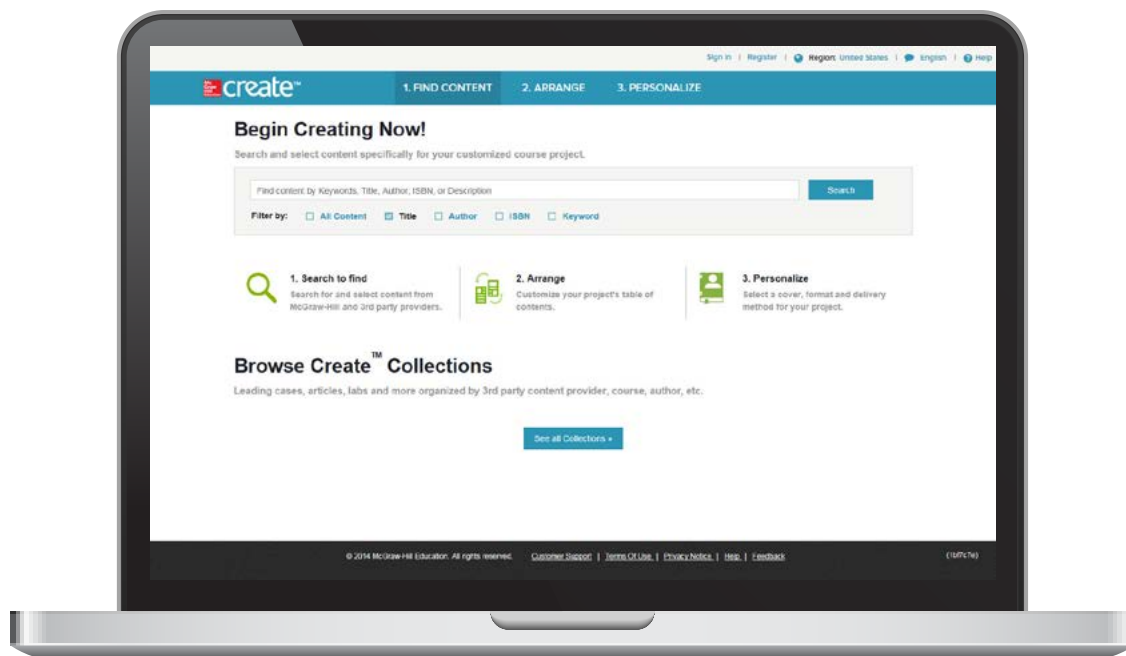
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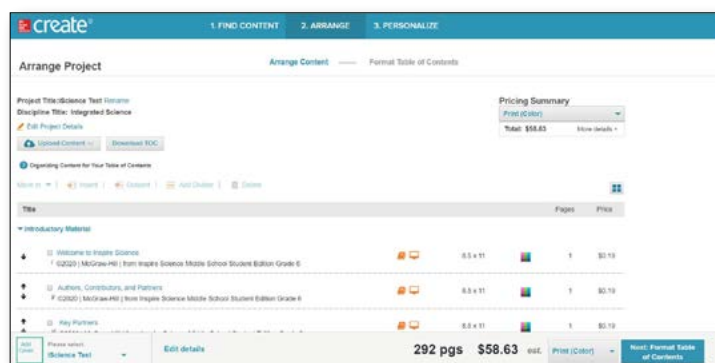
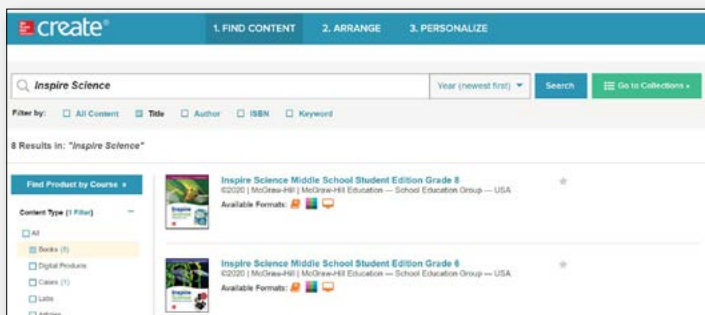




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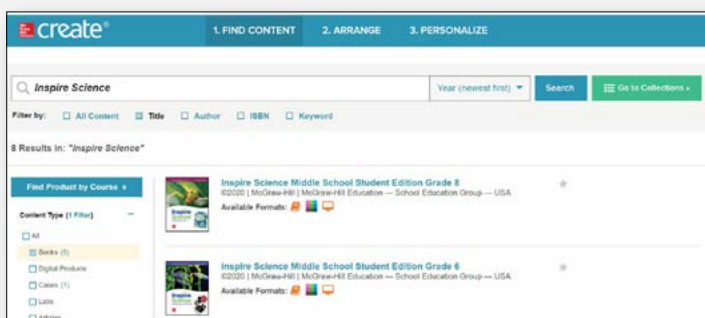


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Student Package, Unit 1	9789813155848
Student Package, Unit 2	9789813155855
Student Package, Unit 3	9789813155862
Student Package, Unit 4	9789813155879
Student Package, Unit 5	9789813155886
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Student Package, Unit 1	9789813155893
Student Package, Unit 2	9789813155909
Student Package, Unit 3	9789813155916
Student Package, Unit 4	9789813155923
Student Package, Unit 5	9789813155930
<b>LEVEL D</b>	
Student Package, Unit 1	9789813155947
Student Package, Unit 2	9789813155954
Student Package, Unit 3	9789813155961
Student Package, Unit 4	9789813155978
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Lesson And Unit Assessment, Book 1	9780076689620
Lesson And Unit Assessment, Book 2	9780076677559
Language Arts Handbook	9780076690657
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Teacher's Edition Vol 2	9780076681945
Teacher's Edition Vol 3	9780076667031
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Lesson And Unit Assessment Blackline Masters With Answer Key, Book 2	9780021427055
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Genre BLM with Answer Key	9780076824847
Intervention Guide	9780079001542
English Learner Guide	9780079001535
Sound/Spelling Wall Cards	9780076678105
Sound Spelling Stickers Grades 1-3	9780076676422
English Learner Photo Library Vocabulary Card Set	9780021416479
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Core Decodable Classroom Set (6 each of 7 books, 55 stories total)	9780076682553
Core Decodable Individual Set (1 set of 7 books, 55 stories total)	9780076691166
Core Decodable Takehome Stories BLM	9780076690558
Practice Decodable Takehome Stories BLM	9780076694877
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Core Decodable 4-Color Takehome	9780076711499
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Skills Practice Workbook, Book 1	9780076693092
Skills Practice Workbook, Book 2	9780076670093
Lesson And Unit Assessment, Book 1	9780076677634
Lesson And Unit Assessment, Book 2	9780076662920
Language Arts Handbook	9780076685905
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Lesson And Unit Assessment Blackline Masters With Answer Key, Book 1	9780021427062
Lesson And Unit Assessment Blackline Masters With Answer Key, Book 2	9780021427093
Lesson And Unit Assessment Blackline Masters With Answer Key, Book 2	9780021427093
Intervention Blackline Masters With Answer Key	9780021451494
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Genre BLM with Answer Key	9780076824847
Intervention Guide	9780079001542
English Learner Guide	9780079001535
Sound/Spelling Wall Cards	9780076678105
Sound Spelling Stickers Grades 1-3	9780076676422
English Learner Photo Library Vocabulary Card Set	9780021339334
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Core Decodable Individual Set (1 set of 4 books, 23 stories total)	9780076689859
Core Decodable Takehome Stories BLM	9780076661480
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English Language Development Kit (Includes: Newcomer BLM and ATE, EL photo flashcards, Oral Language Development Cards, Teacher Edition, board games with game cards and pieces and mirrors (10))	9780079004154
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Skills Practice Workbook, Book 2	9780079000200
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Lesson And Unit Assessment, Book 2	9780079001719
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Teacher Resource Book	9780076672370
Sound/Spelling Wall Cards	9780076678105
Desk Strips (set of 12)	9780076764402
Word Cubes	9780076704132
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Core Decodable Takehome Stories BLM	9780076661480
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Word Analysis Kit (Includes: Sound/Spelling Wall Cards, Small Group Sound/Spelling Cards, Individual Sound/Spelling Cards (4), Leveled Reading Cards, Word Cubes, EL Photo Cards)	9780079004178
Teacher's Guide Ccss	9780079001085
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Assessment BLM With Answer Key	9780079001108
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Word Analysis Kit (Includes: Sound/Spelling Wall Cards, Small Group Sound/Spelling Cards, Individual Sound/Spelling Cards (4), Leveled Reading Cards, Word Cubes, EL Photo Cards)	9780079004185
Teacher's Guide Ccss	9780079001368
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Basic Student Book + Audio CD 1	9789813154704
Basic Student Book + Audio CD 2	9789813154711
Basic Student Book + Audio CD 3	9789813154728
Intermediate Student Book + Audio CD 1	9789813154735
Intermediate Student Book + Audio CD 2	9789813154742
Intermediate Student Book + Audio CD 3	9789813154759
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Advanced Student Book + Audio CD 2	9789813154773
Advanced Student Book + Audio CD 3	9789813154780
Master Student Book + Audio CD 1	9789813154797
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