
SRA
Imagine It!
TODAY'S
OPEN COURT

RESEARCH IN ACTION ▶





TODAY'S OPEN COURT

A Reading Program Built on Proven Research

SRA Imagine It! is a comprehensive PreK–6 reading and language arts program built upon a proven instructional model and decades of research and field testing. The authors, who are educators and researchers, have updated the program to include the latest discoveries about the most effective ways for children to learn to read and write. This commitment to research is the foundation for *SRA Imagine It!* in all key instructional areas:

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Phonological and Phonemic Awareness: An Essential First Step in Reading Instruction

Phonological awareness is an umbrella term that incorporates phonemic awareness.

- ▶ Phonological awareness involves working with words, word parts, syllables, rhymes, and onset and rime.
- ▶ Phonemic awareness is the insight that words are made up of sounds and that those sounds can be manipulated independent of meaning.

Inquiry Lesson 5

Phonological and Phonemic Awareness

Listening for Missing Sounds

- ♦ Ask students to close their eyes and listen carefully to some sounds. Make (or play) two sounds, and have students identify them.
- ♦ Then have them close their eyes and listen again. This time, make only one of the sounds. Have students tell which sound is missing. Encourage them to use complete sentences, such as “The missing sound is the _____ sound.”
- ♦ Repeat this process several times, and then move on to three sounds, making sure students identify each sound. Have them close their eyes and listen. This time, play only two of the sounds, and have students identify the missing sound.

Rhyming

- ♦ Show students **Pocket Chart Picture Cards** 19—bat, 36—cat, and 73—hat.
- ♦ Tell students that rhyming words are words that sound the same at the end. Say the words *cat*, *bat*, and *hat*, emphasizing the final sound, /at/. Explain that almost all words can be rhyming words—not only the words they hear in poems and nursery rhymes.
- ♦ Make a row of three **Picture Cards**, two of which show things that rhyme, for example, 3—two, 182—tree, and 154—shoe.
- ♦ Tell students to raise their hands if they know which two cards have pictures whose names rhyme. Ask everyone to say the rhyming words aloud as you point to the pictures.
- ♦ Continue the process with other **Picture Card** sets such as 44—corn, 48—dish, 59—fish; and 175—tent, 105—lock, 143—rock.

Teacher Tip
LISTENING FOR SOUNDS Identifying a missing sound is a different approach to helping students identify and isolate sounds in general. Sharpening this skill will greatly benefit students when they begin to learn and discern letter sounds.

Monitor Progress
Informal Assessment
Monitoring Research affirms that sensitivity to rhyme is a valuable step in the right direction toward understanding sounds in words. For that reason, it is important to identify students who are having difficulty and to work with them separately or in small groups until they understand rhyming.

Monitor Progress
to Differentiate Instruction
Formal Assessment
Phonological Awareness Note students’ listening and rhyming abilities.

APPROACHING LEVEL
IF ... students are having difficulty, **THEN** ... guide them in completing **Reteach** page 6.

ON LEVEL
IF ... students need more practice listening for missing sounds, **THEN** ... write the names of each of the three sounds on the board, play or say two of them, and ask students to point to the name of the sound that they did not hear.

ABOVE LEVEL
IF ... students are comfortable rhyming, **THEN** ... have them work independently to complete **Challenge Activities** page 5.

Unit 1 • Lesson 5 T85

What Research Tells Us

Research shows that how easily children learn to read often depends on how much phonological/phonemic awareness they have (Shaywitz, 2003; Stanovich, 1986).

Explicit instruction in phonemic awareness, especially when combined with instruction in letter sounds, has a positive effect on reading and spelling for many students, including English Learners and readers with disabilities (National Institute of Child Health and Human Development [NICHD], 2000).

What SRA Imagine It! Does

- ▶ Phonological and phonemic awareness instruction is a key component in the early grade levels.
- ▶ Initial phonological and phonemic awareness instruction begins in pre-kindergarten, continues in kindergarten, and is reinforced at the beginning of grade 1.

Instruction includes:

- Listening for environmental sounds.
 - Identifying sentences and words.
 - Working with rhyme.
 - Other activities to help children manipulate and explore sounds.
- ▶ Instruction focuses on two key areas—oral blending and oral segmentation. The activities are introduced in a logical sequence.

Phonemic Awareness

Phoneme Segmentation: Initial Sounds

- Explain to students that the **Lion Puppet** has a new game. When he hears a word, he likes to repeat only the first sound. Tell them to listen closely and, when you give the signal, to help the puppet.

Teacher: sailor

Puppet: /s/

Teacher: On the next word, help the puppet.

Teacher: mister

Everyone: /m/

- Continue with the following words:

pail /p/ fight /f/ might /m/ ring /r/ tear /t/ neat /n/
beat /b/ hole /h/ jail /j/ dart /d/ land /l/ code /k/

Phoneme Blending: Final Sounds

- Tell students the **Lion Puppet** wants to play the ending-sounds blending game again. Remind them the puppet will say a word except for the end sound. You will say the final sound. Then the puppet will ask what the word is, and students should put the parts together and say the word.

- Practice with the following word:

Puppet: le...

Teacher: /g/ (Emphasize the /g/ sound.)

Everyone: /g/

Puppet: What is the word?

Everyone: leg

- Continue with the following words:

cro... /s/ cross bathu... /b/ bathtub turt... /t/ turtle
dis... /k/ disk rabbi... /r/ rabbit mis... /t/ mist



Differentiated Instruction

English Learners

IF ... students have difficulty with the Phonemic Awareness activities, THEN ... refer to Unit 6 Lesson 2 of the *English Learner Support Guide*.



Teacher Tips

FINAL PHONEMES Remember that you, not the puppet, should say the final phoneme so students can watch your mouth as you form the sound. If students have trouble with blending, have them repeat both the beginning of the word and its final consonant individually before blending.

SUPPLEMENTAL WORDS If additional words are needed for the lesson activity, see the Appendix for a supplemental word list.

What Research Recommends

- ▶ Explicit instruction in phonological and phonemic awareness as soon as possible in early grades (Snow, Burns & Griffin, 1998).
- ▶ Explicit teaching about the manipulation of phonemes with a focus on just one or two types of phoneme manipulations, such as segmenting or blending (NICHD, 2000).
- ▶ Linking phonemes to letters rather than limiting instruction to phonemes alone (NICHD, 2000).
- ▶ Brief instructional sessions totaling about 20 hours in the school year in phonological and phonemic awareness (NICHD, 2000).

Oral Blending:

- Combining words into sentences
- Combining word parts into words
- Combining sounds into words

Oral Segmenting:

- Identifying the number of words in a sentence
- Clapping and counting the syllables in a word

- Identifying and manipulating individual sounds in a word
- ▶ Phonemes are connected to letters as students move through activities focusing on:
 - Sound and letter substitution.
 - Sound discrimination.
 - Working with onset and rime.

Systematic, Explicit Phonics: Linking Letters and Sounds to Printed Words

It has become increasingly apparent that substantial numbers of children are failing to become skilled readers; a consensus has emerged among reading researchers, practitioners, and policy makers concerning the critical role that decoding plays in the reading process (Snow, Burns, & Griffin, 1998).

Day 4 Preparing to Read



Introduce the Sound/Spelling

/z/ Spelled z, zz, and _s

Use Routine 1, introducing sounds and spellings, to introduce /z/ spelled z, zz, and _s. Point to the back of **Sound/Spelling Card 26-Zipper**, and ask students what they already know about the card.

- Turn the card. Point to the picture, and say that this is the Zipper card. Say /z/ and that this is the sound at the beginning of zipper.
- Point to and name each spelling on the card. Focus attention on the _s spelling, and ask students what the blank means. If necessary, explain that the blank shows that this spelling for /z/ most often comes at the end of a word or syllable.
- Read aloud the Zipper story:

Zack's jacket has a big, long zipper.
The zipper zips like this: /z/ /z/ /z/ /z/ /z/.

When little Zack goes out to play,
He zips the zipper up this way: /z/ /z/ /z/ /z/ /z/.

Later, when he comes back in,
Zack zips the zipper down again: /z/ /z/ /z/ /z/ /z/.

Can you help Zack zip his jacket zipper?
(Have students join in.) /z/ /z/ /z/ /z/ /z/.
- Review the name of the card, Zipper, the sound /z/, and the spellings z, zz, and _s.
- On the board, write the letter z. As you write, have students use their index fingers to write the spelling several times in the air, on their palms, or on the surface in front of them as they say the sound.

Teacher Tip
MOVEMENTS To help students remember /z/, have them move their hands up and down as if zipping a zipper as they say the sound.

English Learners
If ... students are native speakers of Spanish or one of many Asian languages, **THEY** ... bear in mind that the /z/ sound does not appear in their native languages. They may need extra help identifying when the letter z spells /z/ in English (as in eyes, zips, and zaps) and in pronouncing the sound. Have students practice saying word pairs that contrast the known /z/ sound with the unknown /z/ sound (sip/zip, bus/buzz, hiss/hiz).

Technology
ZIPPER STORY Use the **Sound/Spelling Card Songs CD** to provide practice with the /z/ sound.

T236 Theme: Where Animals Live

Grade 1, Teacher's Edition

Animals Black and White Lesson 9

Initial /z/
Say the following words. Tell students to say /z/ and to make the zipping motion when they hear /z/ at the beginning of a word.

zoo	stoop	zebra	soon	zoom
choice	zero	zing	crop	swap
zone	home	zest	zucchini	static

Final /z/
Tell students to say the sound and to give the signal when they hear /z/ at the end of a word you say.

quiz	kiss	whiz	yes
knee	knees	kid	kids
flea	likes	bus	walls

Conclude the activity by asking students what they can do to remember the /z/ sound spelled z, zz, and _s. I can look at the Zipper card and think about the sound Zack's Zipper makes: /z/ /z/ /z/ /z/ /z/.

Teacher Tip
FINAL SOUNDS Take special care to pronounce final /z/ distinctly from final /s/.

1. Introducing Sounds and Letters

- Point to the back of the **Alphabet Sound Wall Card**, and ask students what they already know.
- Turn the card.
- Point to the picture, and name it.
- Tell students the name of the card.
- Tell students the name of the letter and the sound.
- Read the alliterative story.
- Repeat the story, and have students join in making the sound.
- Repeat the name of the card, the sound, and the letter.
- Form the letter; have students make the letter in the air and say the sound as they make it.
- Name some words with the target sound.
- Read the words, having students listen for the target sound in different positions in words.
- Review the name of the card, the letter, and the sound.

Routine Card

What Research Tells Us

Cognitive scientists have shown beyond doubt that fluent, accurate decoding is a hallmark of skilled reading. Automatic word recognition, which is dependent on phonic knowledge, allows the reader to attend to meaning; likewise, slow, belabored decoding overloads short-term memory and impedes comprehension (Rack, Snowling, & Olson, 1992; Share & Stanovich, 1995; Adams, Treiman, & Pressley, 1997; Fletcher & Lyon, 1998; Vellutino, Scanlon, & Sipay, 1997).

What SRA Imagine It! Does

- Beginning in kindergarten, children are taught that sounds are represented by letters and can be blended to form words. Instruction shifts in grade 1 from mapping sounds to letters to mapping sounds to spellings. To ensure student success, systematic, explicit phonics is reviewed and reinforced in grades 2 and 3.
- SRA Imagine It!** systematic phonics instruction provides a clear plan of instruction in which sounds and spellings are organized and taught in a logical sequence and sound-

spelling relationships are specifically connected to one another.

Instructional routines include:

- Systematic and sequential introduction of sounds and letters in kindergarten using the Alphabet Wall Sound Cards and sounds and spellings using Sound/Spelling Cards in grades 1-3.
- Blending that scaffolds learning and develops independence.
- Spelling using spelling and dictation routines that scaffold learning.

SRA Imagine It! introduces sounds and spellings in a systematic, explicit, and sequential manner so students can build both their decoding (reading) and encoding (spelling) abilities.

Day 4 Preparing to Read

Teacher Tips

SYLLABICATION To help students blend the words and build fluency, use the syllabication below of the multisyllable word on the word lines.
zig - zag

BLENDING Begin by blending the words on Line 1 sound by sound. Use Routine 10, closed syllables, to blend the multisyllable word zigzag.

BLENDING During Blending, observe six or seven students each day. Identify students who have difficulty with blending, and repeat the activity with them during Workshop.

Phonics

Blending

Use Routine 2, sound-by-sound blending, and Routine 4, blending sentences, to have students blend the words and sentences. Use Routine 10 to help students blend the multisyllable word.

Line 1	zip	zap	zigzag
Line 2	buzz	jazz	fuzz
Line 3	pins	drums	hills
Line 4	is	os	was

Sentence 1 He ran as fast as Zack.
Sentence 2 Tom can ask Dad to see the king of the club.

Line 1 /z/ spelled z

Have students notice that /z/ comes at the beginning of each word and that it also comes at the beginning of the second syllable in zigzag.

Line 2 /z/ spelled zz

Point out the zz spelling for the words on this word line. Have students say each word and notice that the spelling makes only one sound, /z/.

Line 3 /z/ spelled _s

Tell students that pins and drums are plural nouns; pins means "more than one pin," and drums means "more than one drum." Focus attention on Bill's. Ask what the s means in this word. If necessary, explain that this s is a possessive noun. Have them use each word on the word line in a sentence to show that they can distinguish between plural and possessive nouns. Explain that in many words that mean "more than one" and in many possessive nouns, the final spelling s has the /z/ sound.

Animals Black and White Lesson 9

Line 4 /z/ spelled _s

Have students notice that the words on this line are high-frequency words that they have learned.

Sentences 1-2

Write the words he, as, ask, and of on the board. Read the words, repeat them, and have students read them. Then spell each word together. Invite volunteers to use the words in sentences. Write each word on an index card, and add it to the High-Frequency Word Bank.

Developing Oral Language

To review the words, call on students to read and erase the words that answer the following questions. Have students use each word in a sentence.

Which word ends with s but rhymes with jazz? has
Bill's

Which word starts with /z/ and rhymes with rap? zap

Which word ends with zz but rhymes with his? fizz

Monitor Progress to Differentiate Instruction Formal Assessment

DICTIONATION As students write their dictation words, note those students who seem to know the words well and those who need additional help during Workshop.

APPROACHING LEVEL

IF ... students need additional help with /z/ spelled z, zz, and _s, THEN ... during Workshop, have them listen to the Zigper story on the Sound/ Spelling Songs CD, and tell them to signal when they hear words that contain /z/.

ON LEVEL

IF ... students are on level with phonics, THEN ... have them use eSkills for practice with the sound and spellings.

ABOVE LEVEL

IF ... students need a challenge, THEN ... during Workshop, have them draw pictures and label things that begin or end with /z/, such as zoo, zebra, zero, prize, jazz, quiz, and fuzz.

English Learners

IF ... students are native speakers of Vietnamese, THEN ... they may have difficulty pronouncing the consonant blend ct which does not appear in Vietnamese. Provide students with extra practice blending the sounds, using words such as cte, climb, clay, and club.

Unit 2 • Lesson 9 T239

Grade 1, Teacher's Edition

- ▶ In kindergarten, children learn the sounds and letters using the Alphabet Sound Wall Cards, which contain:
 - Capital, or upper case letters and lower case letters.
 - Pictures that represent initial sounds for consonants and medial sounds for vowels.
 - Action associations (particularly helpful for students whose primary language is not English).
 - Color coding: vowels are in red, consonants in black.
 - Long and short vowels.
- ▶ In grade 1, students shift from working with sounds and letters to sounds and spellings using Sound/ Spelling Cards, which contain:
 - Capital, or upper case, letters and lower case letters.
 - Pictures that represent initial sounds for consonants and medial sounds for vowels.
 - Action associations (particularly helpful for students whose primary language is not English).
 - Color coding for consonants, vowels, and diphthongs.
 - Blank lines indicating where a spelling occurs in a word or syllable.
- ▶ Blending is the heart and soul of explicit, systematic phonics instruction. Blending routines are scaffolded to provide students with instructional support as they learn to blend.

Continued →

Systematic, Explicit Phonics: Helping Children Learn to Read Words and Connected Text

Animals Black and White Lesson 9

Dictation ROUTINE 5 ROUTINE 6 ROUTINE 7

Use Routine 5, sounds-in-sequence dictation, Routine 6, whole-word dictation, and Routine 7, sentence dictation, with the following:

Line 1	cat's	fuzz
Line 2	zaps	hugs
Sentence	Liz zips her bags.	

♦ For the words on Line 1, use Routine 5 for the sounds-in-sequence procedure.

♦ As you say *cat's*, tell students that this is a possessive noun; it refers to something that belongs to a cat.

♦ For the words on Line 2, use Routine 6 for the whole-word procedure. Tell them that *hugs* means "more than one *hug*."

♦ For the sentence, use Routine 7 for the sentence dictation procedure.

♦ Remind students to think of the sound/spellings they already know or refer to the **Sound/Spelling Cards** to spell the sounds they hear.

♦ After students write each line, have them proofread their work and make needed corrections.

Teacher Tips

WORD CHART Create a chart on which students can list words that contain the /z/ sound spelled z, zz, and _s. Encourage them to add new words as they find them.

DICTATION When dictating Line 1, say a sentence such as "The cat's dish is empty," to make it obvious that *cat's* is a possessive noun. If necessary, remind students to make the singular noun *cat* possessive by adding *apostrophe s*.

Unit 2 • Lesson 9 **T241**

Grade 1, Teacher's Edition

What *SRA Imagine It!* Does

- ▶ Strategies for decoding include:
 - Sound-by-sound blending.
 - Whole-word blending.
 - Multisyllable blending.
 - Sentence blending.

The ultimate goal is to give students strategies to read words independently. Students are given multiple opportunities to develop and use these decoding strategies

by reading decodable text. Practice with Pre-Decodable and Decodable Books helps students build accuracy and rate to make the transition from totally decodable text to authentic literature.

- ▶ ***SRA Imagine It!*** phonics instruction includes strategies not only to decode words, but also to encode words by teaching students to segment words

into sounds and then to connect those sounds to spellings. Spelling instruction includes:

- Word building (grades K and 1).
- Spelling and dictation (grades 1-3).

- ▶ Beyond phonics, there is word structure. Students move from sounds and spellings to morphemes. Word structure not only helps students read longer

Day 2 Preparing to Read

Teacher Tips

BLENDING For the words on Lines 1 and 2, use sound-by-sound blending. For the words on Lines 3 and 4, use whole-word blending. However, if students have difficulty, fall back to sound-by-sound blending.

ABOUT THE WORDS Most of the words on the blending lines should be familiar to the class, but there may be some words that need a quick explanation. Demonstrate the action, draw a simple picture, or give an antonym, a synonym, or an example to support meaning. Use these words in the review after the blending lesson. Have students give sentences for these words and extend the sentences to show understanding, or have students give an example or simple explanation. Reinforce the meanings of all the blending words in Workshop activities.

BLENDING Write the Blending words on chart paper. Have students revisit them for review.

Phonics

Blending

Use Routine 2, sound-by-sound blending, and Routine 3, whole-word blending, and Routine 4, blending sentences, to have students blend the words and sentences.

Line 1	thud	thump	thin	thick
Line 2	math	path	sixth	tenth
Line 3	with	thread	threat	breath
Line 4	this	that	then	them

Sentence 1 → He ran on this path.
Sentence 2 → I think that cabin is big.

Lines 1–2 /th/ spelled th

To remind students that the *th* spelling makes only one sound, /th/, have them blend the words on these word lines sound by sound.

Line 3 /th/ spelled th

Have students notice the *ea* spelling for /e/ in thread, threat, and breath.

Line 4 /th/ spelled th

Have students notice the high-frequency word *then* on this word line.

Sentences 1–2

Review the high-frequency words *that* and *this* that were introduced in the blending lines. Write the words on the board. Have students read the words, and ask volunteers to use them in sentences. Have students read the words again. Write each word on an index card, and put the cards in the High-Frequency Word Bank. Have students read each sentence, sounding and blending each word in sequence by following the established procedure for blending individual words. After the words have been blended, have students reread the sentences with normal intonation.

Developing Oral Language

Call on students to read and erase the words that answer the following questions, and then have students use the words in sentences.

Which word is the opposite of *thin*? *thick*
Which word rhymes with *bump*? *thump*
Which word is the opposite of *thick*? *thin*

5. Sounds-in-Sequence Dictation

- ♦ Say the word, use the word in a sentence, and then repeat the word.
- ♦ Have students say the word.
- ♦ Have students say the first sound.
- ♦ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- ♦ If there are multiple spellings for the sound, have students ask "Which spelling for this sound?"
- ♦ Have students write the spelling.
- ♦ Complete the spelling of the word with the remaining sounds and spellings.
- ♦ When you have completed one line, have students proofread the line.
 - Write the words for the line on the board (or have a student write the words).
 - Have students proofread their line by circling any incorrect words and making them better by rewriting them above or next to the misspelled words.

*Early on you will need to encourage students to ask "Which spelling?" Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the **Sound/Spelling Cards** to identify the correct spelling. For example on the Long A card, students should be able to articulate that the spelling for /ā/ at the end of a word, such as say, is *_ay*.

6. Whole-Word Dictation

- ♦ Say the word, use the word in a sentence, and then repeat the word.
- ♦ Have students say the word.
- ♦ Tell students to think about each sound they hear in the word.
- ♦ Have students write the word. Remind them to check the **Sound/Spelling Cards**.
- ♦ Proofread after each line.
 - Write the word on the board or have a student write it.
 - Have students check their spelling with the correctly spelled word on the board.
 - If the word is incorrect, have students circle it and make it better by writing the word above or next to the original word.

3. Whole-Word Blending*

- ♦ Write the whole word or display the transparency (if available), covering up the lines that do not pertain to the lesson.
- ♦ Point to each spelling, and have students give the sound for each.
- ♦ Make the blending motion from left to right, and have students blend the sounds and say the word.
- ♦ Have students reread the word naturally as they would say it.
- ♦ Complete the line, and have students reread the words on the line.
- ♦ Have students use selected words in sentences and extend the sentences.
- ♦ Review the words using the Developing Oral Language activities.

*When first doing Whole-Word Blending, point to each spelling and ask for the sound. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.

**Grade 1,
Teacher's
Edition**

Routine Cards

words fluently, but also helps them figure out the meaning of those words. Word Structure provides opportunities to:

- Learn roots and affixes.
- Work with compound words.
- Focus on synonyms, antonyms, homophones, and multiple meaning words.
- Practice with derivatives.

- ▶ Students who need pre-teaching or re-teaching can receive it during Workshop or small-group instruction using materials from the Reading Intervention Kit, the English Learner Guide, or the Intervention Guide. Materials from the Workshop Kits provide additional reinforcement activities.

What Research Recommends

- ▶ Introduction of phonics in Grade K or Grade 1 for the best effect (NICHD, 2000).
- ▶ An explicit approach that provides teachers with precise directions for teaching phonics (Foorman, et al., 1996).
- ▶ Instruction that includes a carefully selected set of letter-sound relationships organized into a logical sequence (NICHD, 2000).
- ▶ Ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories, using practice materials with short books or stories that contain words with the specific letter-sound relationships (NICHD, 2000).
- ▶ Phonics instruction is not only a means of teaching children to sound out words, but also of directing their attention to the spelling of the words (Adams, 1990).
- ▶ Learning the structure of words at the syllable and morpheme levels supports word recognition, spelling, and vocabulary development (Nagy & Anderson, 1984).
- ▶ Instruction for whole class, small groups, or individuals, depending on student needs and number of adults working in the classroom (NICHD, 2000).

Fluency: Essential to Reading Comprehension

When fluent readers read silently, they recognize words automatically and group words quickly to help them gain meaning from what they read. Fluent readers are able to read aloud effortlessly with speed, accuracy, and proper expression. Readers who are not fluent read slowly, word by word, and often with errors.

Day 3 Preparing to Read

Fluency/Reading a Decodable Book

Core Decodable 76: The Opossum at Night

Phonics Focus: /i/ Spelled _igh

High-Frequency Words

Review the high-frequency word *sleep* that students learned in Blending by writing it on the board, spelling the word, and having students say the word. Have a volunteer use the word in a sentence. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

Reading the Decodable

- Follow Routine 9, reading a **Decodable**, as you read the story with students.
- Have students read the title, browse the story, and discuss what they think the story will be about.
- The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.
- Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

Responding

- After reading, be sure to talk about the story and answer any questions students have. Ask students to identify any difficult words in the book.
- Have students retell the story.

Teacher Tip

SOUND/SPELLING CARDS Remind students to refer to the **Sound/Spelling Cards** if they are unsure of a sound/spelling.

Hurricanes Lesson 13

- As students answer the following questions, make sure they focus on the words in the story rather than getting the answers by listening or from the pictures. Have students answer by pointing to and reading aloud the answers in the text:
 - What don't opossums like? *light*
 - What do opossums hunt for? *insects*
 - When night is over, where does the opossum go? *back to her tree*

Building Fluency

Have students build fluency by rereading **Core Decodable 76** twice with a partner. The first time through, one partner should read the odd-numbered pages and the other partner the even-numbered pages. The second time through, they should switch pages. For additional practice with /i/ spelled _igh, have students read **Practice Decodable 63, City Lights at Night**. Have students record their readings on their Personal Title sheets, noting the titles of the books, the date, and any difficult words they encountered.

Unit 5 - Lesson 13 T301

Grade 1, Teacher's Edition

What Research Tells Us

To achieve fluency, students need specific instruction to increase their reading speed while maintaining their accuracy.

What SRA Imagine It! Does

- As teachers read aloud, they model fluent reading to students. Each unit, kindergarten through grade 6, begins with a Teacher Read Aloud. Students hear good expression and intonation, which supports meaning. There are multiple opportunities for modeling fluent reading. In kindergarten and grade 1 teachers model fluent reading using Big Books. In grades 2-6, teachers model fluent reading using Student Readers.
- Each lesson provides opportunities for partner reading and additional reading aloud in class, with support and feedback from teachers and peers. Available materials include Pre-Decodable and Decodable Books, Student Readers, and Leveled Readers. Takehome Pre-Decodable and Decodable Books are shared with families.

The goal of *SRA Imagine It!* is for all students to read fluently at the end of grade 1. Fluency instruction is an essential component of the program.

Langston Hughes: Poet of the People Lesson **4**

Fluency

Fluency Practice

- ◆ "Langston Hughes: Poet of the People" may be a challenge for some students because the format of a play is different from the narratives that they are more used to reading. Remind students about the ways in which the format of a play is different from narrative writing.
 - Instead of dialogue in quotations with attribution, the name of the speaker always comes first, is capitalized, and is followed by a colon. The words that follow the colon are the dialogue—they do not appear in quotations. Therefore, students will be reading the character's name first and the dialogue last.
 - Stage directions appear in parentheses—these describe the setting and the actions that the characters take.
- ◆ Tell students that when they read a play, their tone of voice should be different when they are reading the speaker's name and the stage directions, compared to when they are reading the dialogue. Tell them that they should read the dialogue the same way they would read it in a narrative story—with the feeling and emotion that is appropriate for what they are saying.
- ◆ Explain to students that they should read the speaker's name and stage directions as though they were an outside narrator, almost parenthetically, pausing before they speak the dialogue.
- ◆ Model fluent reading and expression by reading pages 92–93 from "Langston Hughes: Poet of the People."
- ◆ After you have read the passage, call on volunteers to read parts of the passage. Students may enjoy reading this passage as actors, taking on character roles and reading only the dialogue.

Inquiry

- ◆ Inquiry is an ongoing process that students should return to every day. The goal of Inquiry is for students to build the critical tools necessary for individual investigation—such as independent thinking, analyzing, evaluating, and synthesizing.
- ◆ Make sure students refer to the **Concept/Question Board**. The Board should be used as a tool for students to explore concepts and develop Inquiry questions related to the unit theme.

LEVELED READERS To help students support their inquiries or expand their knowledge of a topic, have them read the *Leveled Readers* for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student's Oral Fluency Assessment score from the previous lesson assessment to diagnose the appropriate *Leveled Reader*.

Teacher Tip
READING WITH EXPRESSION Remind students that when they speak, they let others know whether they feel sad, happy, angry, and so on. When students read the words spoken by a character or actor, they must remember to read with expression and use their voices to show the way the character or actor feels.

Technology
FLUENCY ACTIVITIES Have students read the *eFluency*, Unit 1, activities to help them build and strengthen their comprehension.

Unit 1 • Lesson 4 **103B**

Grade 4, Teacher's Edition

▶ Four different levels of Leveled Readers, Leveled Science Readers, and Leveled Social Studies Readers allow all students to read about the same topics on their individualized reading levels. Each set of Leveled Readers has a Teacher's Edition with fluency instruction for each leveled reader.

▶ Benchmark Assessments, Lesson Assessments, and informal assessment are used to monitor each student's fluency. Intervention passages provide additional opportunities to monitor and assess fluency.

What Research Recommends

- ▶ Regular modeling of fluent reading to students (NICHHD, 2000).
- ▶ Guided oral repeated reading by students that includes support and feedback from teachers, peers, and parents (Armbruster, Lehr, & Osborn, 2003).
- ▶ Reading text that matches students' reading level and instruction to individual students (NICHHD, 2000).
- ▶ Application of systematic, classroom-based instructional assessment to monitor student progress in both rate and accuracy (Snow, Burns, & Griffin, 1998).

Vocabulary: Build Comprehension and Communicate Effectively

To succeed at reading, a child must be able to identify or “read” printed words and to understand the story or text composed of those words. Both identifying words and understanding text are critical to reading success. For many children, increasing reading and school success involves increasing oral language competence in the elementary years (Biemiller, 1999).

Vocabulary Tip

Point out the words *top* and *rotation* in the text. Point out that the author is comparing the spinning of Earth to a giant top. Ask students to describe what a toy top is like and how that might compare to Earth. Ask students whether they know the meaning of the word *rotate*, “to turn.” Remind them that adding the suffix *-tion* changes a verb to a noun. Then ask them the meaning of Earth’s *rotation*.

T362 Theme: Earth, Moon, and Sun

Day 1 Reading and Responding

Selection Vocabulary

scale (skāl) *n.* the size of a map, picture, or model compared with what it represents (page 100)

astronomers (as • tron’ • am • ūrz’) *n.* plural form of **astronomer**: someone who studies stars (page 101)

curve (kŭrv) *n.* a bending line (page 102)

top (top) *n.* a spinning toy (page 104)

rotation (rō • tā • shan) *n.* motion about a center point, or an axis (page 104)

atmosphere (at’ • mas • fēr’) *n.* area of gas surrounding a planet (page 108)

scraped (skrāpd) *v.* past tense of **scrape**: to push or pull an object over another (page 109)

signs (sinz) *n.* plural form of **sign**: a trace (page 111)

Building Vocabulary

Using Routine 11, the selection vocabulary process, have students read aloud the Vocabulary Warm-Up on *Student Reader*, Book 2 pages 94–95.

As students read, have them stop to blend any difficult or unfamiliar words. Provide students with the pronunciations of words that are not decodable or that they cannot read automatically or fluently.

Guided Vocabulary Practice

Ask students to identify the highlighted vocabulary words they figured out using the vocabulary strategy Apposition. **Possible Answer** *scale* Have students explain how they figured out the meanings of the other vocabulary words as they read the vocabulary warm-up.

Display *Transparency 125*, and have students read the words and definitions. Return to the vocabulary warm-up, and read the sentences containing the vocabulary words with students. Then, if necessary, provide a brief, in-context explanation of each word.

Transparency 125

Writer’s Notebook

Have students copy the vocabulary words and definitions into their Writer’s Notebooks.

English Learner

Instruction

IF . . . the Flash Cards game is too challenging for students. **THEN . . .** have them shuffle the index cards and place them faceup in a grid. Students should then match pairs of cards to match each vocabulary word with its definition.

T354 Theme: Earth, Moon, and Sun

What Research Tells Us

Research indicates that although a great deal of vocabulary is learned indirectly, some vocabulary and some strategies for learning word meanings must be taught directly (Armbruster, Lehr, & Osborn, 2003).

What SRA Imagine It! Does

- ▶ In kindergarten and the first half of grade 1, selection vocabulary is explicitly introduced orally before reading the selection.

From the middle of grade 1 through grade 6, selection vocabulary is taught prior to reading the selection using vocabulary strategies as students read the Vocabulary Warm-Up. Vocabulary strategies include:

- Context clues.
- Word structure.
- Apposition.

Guided Vocabulary practice throughout each lesson provides

opportunities for students to discuss the definitions of words, use the vocabulary words in a variety of activities, and develop a deeper understanding of the meanings of the words. Concept vocabulary introduces words directly related to the unit theme and supports the conceptual development of the unit theme.

During reading, students are introduced to additional vocabulary words under Expanding Vocabulary. Students monitor their understanding of the text and are encouraged to stop and clarify any unknown words while reading, using the same key

Research has shown that explicit vocabulary instruction, using techniques like repeated exposure to words, eventually leads to gains in text comprehension (Muter, et. al., 2004, Snow, Burns & Griffin, 1998).

Lesson 5

Earth: Our Planet in Space

Vocabulary Warm-Up

Read the story to find the meanings of these words, which are also in "Earth":

- top
- scraped
- astronomers
- atmosphere
- scale
- rotation
- signs
- curve

Vocabulary Strategy

Apposition is when a word or group of words define another word in the same sentence. Use apposition to find the meaning of scale.

The lights in the gym had never seemed this bright and hot before. Today, Lin thought she might broil under them. Her pulse raced, and her head felt like a spinning **top**. It must have been nerves.

The school science fair was on, and Lin was waiting for the results. Each time a chair **scraped** against the floor, her eyes darted to the judges' table. However, they sat, talking in hushed tones.

Other junior **astronomers** had each done a project about space. Lin was impressed with their work. Awan's display showed how ozone forms in Earth's **atmosphere**. Hannah built to

GAME

Flash Cards

Make a set of flash cards with the vocabulary words. Write the word on one side and its definition on the other side. Use the flash cards to review the vocabulary words and definitions. Then ask a classmate to use the cards to quiz you.

Concept Vocabulary

The concept word for this lesson is *universe*. The **universe** is everything that exists in our solar system and all of space. What makes Earth different from other planets we know of? Do you think there could be another planet like Earth somewhere in the universe? Discuss your ideas with the class.

GAME

Have students play the Flash Cards game during Small-Group Time.

Technology

VOCABULARY Use *SRA Imagine It! eSkills & eGames* for additional vocabulary practice.

Expanding Vocabulary

magnetic field (mag • ned' • ik fēld') *n.* the space around a magnet in which the magnet has the power to attract other metals (page 108)

The *magnetic field* has powers to draw other objects to it.

aurora (ə • rō' • rā) *n.* the appearance of light in the night sky (page 108)

The *aurora* produces beautiful colors in the night sky.

vegetation (vej' • at • ā • shan) *n.* plant life (page 109)

After the rainy spring, the *vegetation* is bountiful.

Unit 4 • Lesson 5 **T399**

Grade 3, Teacher's Edition

vocabulary strategies—context clues, word structure, and apposition.

Selection vocabulary and concept words and definitions are reviewed after reading. The words are posted on the Word Bank as a reminder for students to use the words in discussion and in their writing.

- ▶ Students learn new vocabulary both directly and indirectly as they participate in blending, spelling and dictation, discussions, writing, and reading a variety of texts, including fiction and nonfiction in Big Books and Student Readers and

cross-curricular texts in Leveled Readers, Social Studies Inquiry, and Science Inquiry.

- ▶ English Learner strategies are outlined in the Differentiated Instruction Lesson Planner in each unit of the Teacher's Edition. Opportunities to pre-teach and re-teach vocabulary and concepts are available using the SRA Photo Library for visual representations. English Learner Leveled Readers and the Reading Intervention Kit can be used for extra practice and to build vocabulary.

What Research Recommends

- ▶ Direct, explicit instruction in word meanings and word learning strategies (NICHD, 2000).
- ▶ Daily interactions to engage students with new vocabulary words (Snow, Burns & Griffin, 1998).
- ▶ Activities to enrich and expand the vocabulary knowledge of English Learners (NICHD, 2000).
- ▶ Many opportunities for students to read in and out of school (NICHD, 2000).

Text Comprehension: Explicit Teaching Builds Understanding

Readers with good comprehension skills have a purpose for reading and think actively as they read. Comprehension is a reading skill that improves with instruction (Armbruster, Lehr, & Osborn, 2003).

... If You Lived at the Time of the American Revolution Lesson 1

Preview and Prepare

Browse

- Use Routine 5, the KWL procedure, to help students browse the selection and identify their purposes for reading. Have students read the title of the selection aloud. Then have them browse the selection, noting the headings. Discuss how they think the selection relates to the theme Making a New Nation.
- Have students think about what they know about the selection's content. Also have them determine what they want to learn while reading. After they have browsed the selection, have them note things in the selection that they already know. Use *Transparency 3* to record their observations. For example, students might know that the American Revolution was fought against the British government. Record this information under the K (What I Know) heading on the chart. Have students look for things they want to learn and record these under the W (What I Want to Know) heading. Students might suggest *What was life like before the American Revolution?* Students might want to learn how people lived before the Revolution.

Set Purposes

Using the KWL chart (What I Know, What I Want to Know, What I Learned) will help students set their purposes for reading the selection. Students read to uncover what they want to know, or to find the answers to their wonderings.

Have students set their own purpose for reading this selection. If students are having difficulty, tell them to consider how the American Revolution contributed to creating the new nation of America.

Transparency 3

K	W	L
American Revolution was fought against the British government.	What was life like before the American Revolution?	

Give each student a copy of *Home Connection* page 27. The same information is also available in Spanish on *Home Connection* page 28. Encourage students to discuss "... If You Lived at the Time of the American Revolution" with their families and complete the activity provided.

English Learner

Students have difficulty discussing selection, **THEN** ... ask them questions that can be answered by saying yes or no. *Did all colonists agree about independence? no* Is it important to stand what you think is right? *yes*

Reading and Responding

Discussing the Selection

- Use Routine A, the handing-off procedure, to lead students in a discussion of the selection. Determine whether they have grasped the following ideas:
 - The war begins because many colonists want to become an independent nation free from British rule.
 - Not all colonists are in agreement about independence.
 - The Treaty of Paris officially ends the war, identifies America as an independent country, and defines its boundaries.
- Ask students how the selection demonstrates the following key concepts:
 - Rebellion is sometimes necessary if a government significantly violates the rights of the people.
 - It is important to stand up for what you think is right.

Have students return to the KWL chart on *Transparency 3*. Have students fill in the L column with what they have learned. Students might suggest *The Loyalists were colonists who remained loyal to Britain*. Have students revisit the purposes they set for reading the text during *Preview and Prepare*. Ask them to think about whether or not they achieved the goals they set for themselves while reading the selection.

Review the Focus Questions with students. Make sure students understand that politics were divided mostly between Patriots and Loyalists. The Patriots were outraged at the taxes imposed upon them by England. The Loyalists believed that they needed British protection, so they were willing to put up with the taxes. This split, along with other events such as the Boston Tea Party, led to the American Revolution and finally to independence from England.

Genre Review

Review the elements of expository text found on page 228A. Discuss how these attributes are apparent in "... If You Lived at the Time of the American Revolution."

Unit 3 • Lesson 1 226T

249A Theme: Making a New Nation

Grade 5, Teacher's Edition

What Research Tells Us

Research indicates that effective instruction in this area is explicit (Snow, Burns, & Griffin, 1998). Teachers must tell students what strategies to use and help them apply those strategies. More can be accomplished through cooperative learning, with students working together to understand content-area texts, help each other learn, and apply comprehension strategies (Pressley, et. al., 1992).

What SRA Imagine It! Does

Research shows that combining reading comprehension strategies is the most effective way to prepare children to become effective and efficient readers. Not only does **SRA Imagine It!** teach critical comprehension strategies, it also turns the responsibility of using strategies over to children as soon as possible. Students learn that reading

is a thinking activity and that the reader is engaged throughout the reading process.

THINKING BEFORE READING

KWL (What I Know, What I want to find out and What I Learned) or **CPW** (Clues, Problems, and Wonderings) engage students in thinking before reading by activating background,

Good readers are problem solvers. They recognize why they understand what they read, recognize when they do not understand, and use a variety of strategies to make sense of text.

Week 1 Reading and Responding

Comprehension Strategies

This selection is broken into two parts. On the first day, read pages 230–238. On the second day, read pages 239–249.

1 Asking Questions Teacher Modeling: Asking questions about the text as you read helps you to understand what the author means. On page 230, in the second paragraph, the author says the American Revolution is a civil war. We know a civil war is fought between groups of people who live in the same country. How can the Revolution be a civil war when the Americans are fighting against British rule?

2 Answering Questions Teacher Modeling: When you ask a question, you should then read further to find its answer. At the bottom of page 230 and top of page 231, we see why the Revolution is considered a civil war. At the time of the Revolutionary War, every person born in the American colonies was a citizen of Britain. So, the colonists were fighting citizens of their own country. This is why many people had a hard time deciding which side to support.

Word Structure

The Word Structure for this lesson focuses on irregular verbs.

Irregular verbs: was, took, fought, thought

Teacher Tip

TIME LINE To help students keep track of important events described in the text, create a class time line on which students can enter dates as they find them in the text.

English Learner

Informational Instruction If . . . students have difficulty generating questions, THEN . . . write the words who, what, when, where, why, and how on the board. Demonstrate how to use these words to ask questions about the selection, explaining what kind of information each word asks for.

Vocabulary Tip

Point out the word colonies in the second sentence of the selection. Explain to students that the colonies were areas that were ruled by England and were the precursors to states.

Expanding Vocabulary

Continental Congress (kon • to • nen • tal kong • gris) n. the group of delegates from the American colonies who met during and after the American Revolution to issue the Declaration of Independence and to set up a national government after the United States won its freedom.

The Continental Congress issued the Declaration of Independence.

revolution (re • va • loo • shan) n. the overthrow of a system of government and the setting up of a new or different system of the government.

The Patriots knew a revolution was needed to gain control of the colonies.

Comprehension Skills

Cause and Effect

A cause is the reason something happens. An effect is a direct result of the cause. The words because, why, if, so, since, and then often indicate a cause-and-effect relationship. Sometimes a cause has many effects. Sometimes an effect has many causes.

The author begins the selection by asking the reader to identify the cause for the Fourth of July being a holiday. She then explains that it is a holiday because the Declaration of Independence was signed on that day in 1776.

On page 231, the author includes two simple cause-and-effect relationships. The first is shown on Transparency 50.

Challenge students to identify the cause and effect in the sentence that follows the one diagrammed to complete the transparency.

Comprehension Check

How are feelings evoked about the American Revolution? **Possible Answer:** Some people want to be free from British rule, whereas others are loyal to King George.

Vocabulary Tip

Draw students' attention to the word loyal. Ask them to explain what it means in the context of Loyalist.

Grade 5, Teacher's Edition

identifying problems, raising questions, and setting goals for reading. The **W**'s in **KWL** and **W** on **CPW** become the students' purposes for reading.

THINKING DURING READING

During reading, students learn to reflect on their reading—to stop and use strategies to be sure the text is making sense.

Comprehension strategy instruction begins in kindergarten as modeling by the teacher. As students progress across the program, they learn to use strategies fluently and automatically. Comprehension strategies include:

- Clarifying.
- Asking questions and finding answers.
- Adjusting reading speed.

- Visualizing.
- Predicting and confirming predictions.
- Summarizing.
- Making connections.

Continued →

Text Comprehension: Teaching Students to Derive Meaning from Text

Week 1 Reading and Responding

Social Studies Inquiry

Genre Expository Text

Review the elements of expository text. If necessary, remind students that expository text

- is meant to inform or explain.
- includes facts about real events or real people.
- presents events in the order in which they happened, or presents steps in the order in which they should be done.
- includes diagrams, photographs, maps, or other illustrations to help the reader understand the subject better.

Features Maps

Point to the map in “Settling a Settled Land.” Tell students that maps provide additional information to the text or provide a visual reference for information given in the text. Ask students about a time when they used a map to get information. **Possible Answers** *to see where they live on the map, to find a park, or an exhibit at the zoo* Ask students to explain what is shown on the map. Ask students what they think the article might be about based on the information presented in the map. **Possible Answer** *The map shows the locations of various European and Native American settlements. The article details the conflict between the people who were native to North and South America and the European explorers and settlers.*

Reading “Settling a Settled Land”

Have students read “Settling a Settled Land” silently. At the end of the selection, have students discuss any questions they have about the reading. Have students identify the selection vocabulary word and give its definition.

Think Link

1. Where did the Incas and Aztecs live? *They lived in Central and South America.*
2. Which Central American countries were once part of the Spanish Empire? Use the map to answer this question. *Mexico, Belize, Guatemala, El Salvador, Costa Rica, Panama, Nicaragua, Honduras*

Expanding Vocabulary

Have students review the expanding vocabulary words they have learned in this lesson:

• Continental Congress	• representation
• invading	• tyranny
• controlled	• honorable
• stirred up	• treaty

Teacher Tips

MAPS For further practice reading maps, have students look at *Transparency 48*.

SELECTION VOCABULARY Review the meaning of the highlighted selection vocabulary word *settlers* in “Settling a Settled Land.”

TEXT CHARACTERISTICS Engage students by asking them to explain how the selection is an example of expository text.

Transparency 48

252 Theme: Making a New Nation

What SRA Imagine It! Does

THINKING AFTER READING

Discussion using Handing Off gives students the responsibility of asking questions, sharing ideas, clarifying concepts, and making connections to selections and the unit theme. Students build oral language, develop listening and speaking skills, and engage in meaningful dialogue.

- ▶ Additional support for comprehension:
 - Graphic organizers develop vocabulary, build concepts, and organize text.
 - Comprehension skills help students understand how authors organize text.
 - Reading with the Writer’s Eye skills focus on critical literary techniques.
- Theme Connections activities allow students to connect literature to previous selections and the unit theme.
- ▶ Comprehension Checks provide questions that can be used during reading to monitor comprehension.
- ▶ Through teacher modeling and prompting during reading, students ask questions similar to those a

Social Studies Inquiry

Settling a Settled Land

The first European explorers to see America found a continent filled with natural resources. Soon, all of Europe had heard about this vast new land. Each country wanted to claim as much of the land as possible for itself. Each European nation treated the local populations they met in different ways.

By 1600—about one hundred years after Columbus arrived—Spain had a huge empire in America. Spanish settlements stretched from Texas, through Mexico, and across half of South America. After defeating the Incas and the Aztecs—the native peoples of Central and South America—the Spanish forced them to work in

mines and on farms. Most of what they took from the land, such as crops and gold, was shipped back to Spain. Europe watched the Spanish rulers grow rich from their new source of income. Soon, the other countries raced westward.

France settled where Quebec, Canada, is today. The settlers traded with Native Americans, especially with the Iroquois. French traders gave them European goods, such as tools. In return the French received goods such as furs and fish.

In 1607, King James I of England gave a large part of the American East Coast to one company—the Virginia Company. It controlled land from Maine to North Carolina.

Most of the English settlers wanted nothing to do with Native Americans. However, Jamestown, the Virginia Company's main settlement, sat on land belonging to the Powhatan tribes. They attacked and made war against the settlers. Similar conflicts between Europeans and Native Americans would continue for the next two centuries as the United States grew.

Genre
Expository Text tells people something. It contains facts about real people, things, or events.

Feature
Maps show the shape and location of specific areas on Earth. The words or symbols on a map add information to the main text.

Think Link

- Where did the Incas and Aztecs live?
- Which Central American countries were once part of the Spanish Empire? Use the map to answer this question.
- Why did the other European countries want to follow Spain to America?

Try It!
As you work on your investigation, think about how you might use a map to show locations.

3. Why did the other European countries want to follow Spain to America? *They saw Spain getting rich from the goods it imported from the Americas.*

Inquiry Connection

- Have students discuss how maps might be useful in their inquiries about the theme. For example, if students are learning about Paul Revere, they might map his historic ride.
- Encourage students to use maps when appropriate when presenting their findings to the class.
- Ask students to discuss what thoughts or questions come to mind after reading the selection.

Concept/Question Board

After students read "Settling a Settled Land," encourage them to post questions, answers, comments, news articles, maps, or other related items on the **Concept/Question Board**.

teacher might ask. They begin to take responsibility for their own learning.

- Inquiry provides the opportunity to explore personal areas of interest driven by questions raised by students.

What Research Recommends

- Monitoring comprehension so students know what they do and do not understand while reading (Snow, Burns, & Griffin, 1998).
- Using graphic and semantic organizers, such as diagrams (NICHD, 2000).
- Questioning students during reading (NICHD, 2000).
- Teaching students to generate their own questions (NICHD, 2000).
- Recognizing story structure (NICHD, 2000).

Writing: Good Writers Are Good Readers

Through the writing process, students come to understand the importance of words and how authors structure their stories. Understanding this process enables students to appreciate different types of writing, as well as how to become better writers themselves.

Day 1 Language Arts

OBJECTIVES

Students will

- take a spelling pretest.
- practice cursive I, T, C, E, A, and O.
- practice timed writing using a timed writing strategy.

MATERIALS

- Skills Practice 2, p. 77
- Transparencies 105, 116, 122, and 126
- Routine 15
- Language Arts Handbook, pp. 192–193

Teacher Tips

TIMED WRITING You may want to change writing prompts or the timed test-taking strategy to better fit your state, district, school, or class written tests.

CONFERENCING Meet with students during Workshop to discuss their writing and where they are in the writing process.

DISPLAY Put the writing prompts and timed-test strategy on a wall chart or on the board.

Informing Instruction

English Learner

If . . . students seem overwhelmed by the idea of timed writing. **THEN** . . . explain that in most states, English learners can have more time to complete such tests if they request it. However, the strategies learned here will help in all kinds of writing.

Traits of Good Writing

Organization Writers complete timed-writing tests in an organized manner.

Writing Timed Writing: Exposition

Plan Ahead

Put the writing prompts and timed test strategy on a wall chart or on the board. Students will finish Prompt 2 tomorrow.

Teach—Taking a Timed-Writing Test

Ask students to define expository writing, *writing that explains how to do something or gives information about something*. Ask students to give an example of expository text they have already written, *explaining a process*.

- Next, ask students to identify situations when they have to write something in a short amount of time, *class tests, writing exams, school tests*.
- Tell students that the directions for many of these tests inform the writer about exactly what needs to be done. The directions also provide reminders about what needs to be included in the paper. Indicate that you are going to teach students a strategy to help them do well on such tests. Write the strategies on the board.

Timed-Test Strategy

- Read the entire prompt. Circle the directions for writing the paper, and underline each thing you are asked to write about. Read each reminder.
- Take a few minutes to make notes about the topic you will write about. Make notes for each thing you need to write about.
- Write your paper.
- Check—Did I respond to each reminder?
- Revise as needed.

Grade 3, Teacher's Edition

Earth: Our Planet in Space **Lesson 5**

Spelling

Review of Suffixes, Inflectional Endings, and Greek and Latin Root Words Pretest

Teach

- Students will review words with the suffixes *-ly, -ment, -ful, -able, -ity, -less, -ness, and -sion*; words with the inflectional endings *-ing* and *-ed*; and words with Latin and Greek roots.
- Say the sentences below aloud. Have students use a separate sheet of paper to write each spelling word. Have them correct any misspelled words.

Pretest Sentences

- The **scary** movie made it hard for me to sleep.
- The **kindly** woman handed the dollar to me.
- Pleasing** their dog is easy when you have treats.
- The sink was **clogged**, so we called the plumber.
- The sun's **harmful** rays were shielded.
- Erosion** has damaged many sand dunes.
- The **careless** error was fixed easily.
- A **statement** was made by the mayor.
- My great-grandfather was a **mariner**.
- The **grateful** woman thanked her helper.
- They will **import** the rare spices.
- The university has many **notable** graduates.
- Electricity** has made washing dishes easy.
- He considers public speaking a **weakness**.
- The constellation can be seen with a **telescope**.

Pretest Sentences

- The **advertisement** is pretty funny.
- Mom thought the movie was very **amusing**.

Diagnose any misspellings by determining whether students misspelled any of the review concepts or some other part of the word. Then have students use the pretest as a take-home list to study these review concepts.

Writing, continued

Guided Practice

- Write writing prompt 1 on the board. Use Routine 15 to model how to do the first two steps of the strategy with writing prompt 1. Allow students to assist you in making notes.

Writing Prompt 1

- Everyone has a favorite game.
- Write a composition about your favorite game, and explain why it is your favorite.

- Write these reminders on the board, and then have students assist you in completing the last three steps of the strategy.

REMINDERS

- Make sure that each sentence you write helps the reader understand your composition.
- Make sure that your ideas are clear and easy for the reader to follow.
- Write about your ideas in detail so the reader understands what you are saying.
- Check your work for correct spelling, capitalization, punctuation, grammar, and complete sentences.
- Display the model on Transparency 126. Ask students to find evidence that the writer followed the reminders as well as the prompt at the bottom of the transparency.
- Tell students that timed writing is usually for a test, and the audience will be someone who scores the test.

Apply

- Have students review the timed-test strategy and the reminder in pairs or small groups.
- If necessary, have students refer to *Language Arts Handbook* pages 192–193 for more information on expository timed writing.

Unit 4 • Lesson 5 T367

What Research Tells Us

Research shows a strong connection between reading and writing.

What SRA Imagine It! Does

SRA Imagine It! teaches students the writing process, the traits or qualities of good writing, and the characteristics of different genres. In addition to learning basic composing processes and strategies, such as

pre-writing, drafting, monitoring, evaluating, editing, and publishing, students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics.

SRA Imagine It! ensures students acquire the writing skills and strategies needed to become skilled writers.

Make Way for Ducklings Lesson 2

Spelling

/o/ and Irregular Plurals Pretest

Teach
Say the sentences below. Have students write the spelling words on a separate sheet of paper. When they are finished, have them correct any misspelled words.

Pretest Sentences

1. Please tape a **bow** on the gift.
2. The **mice** scurried through the field.
3. The men and **women** gathered in the room.
4. My baseball **coach** is also my math teacher.
5. I saw four **deer** in the woods.
6. **Throw** the football to me!
7. We are going to **roast** chestnuts in the winter.
8. My little brother lost his two front **teeth**.
9. I see the **crow** flying overhead in the evenings.
10. The **oxen** pulled the plow.
11. The birds are flying **low** to the ground.
12. We went to the bank to get a **loan**.
13. My aunt is going to **grow** tomatoes.
14. Hannah likes to swim and **float** in the lake.
15. Can you see the **fish** swimming in the lake?

Challenge Sentences

16. Many beautiful **cacti** grow in the desert.
17. Remember to pack your **pillow**.

Diagnose any misspellings by determining whether students misspelled the irregular plurals, the /o/ spellings, or some other part of the word. Then have students use the pretest as a take-home list to study irregular plurals and the /o/ spellings.

Day 1 Language Arts

OBJECTIVES Students will

- take notes and develop an outline for their book reviews.
- take spelling pretest.
- practice cursive f and h.

MATERIALS

- Routine 15
- Transparencies 51, 52
- Skills Practice 1, p. 103
- Language Arts Handbook, pp. 218–219

Writing Nonfiction Book Review

Prewriting

Teach—Taking Notes and Outlining

- Use Routine 15 as a guide for modeling writing strategies.
- Display **Transparency 51**. Read the book review aloud. Explain to students that people write book reviews to help others decide whether they should read the same book. The writer gives a brief description of the book and explains what he or she liked or disliked and why.
- Discuss the audience of a book review with students. Ask them who will most likely be their audience. **Possible Answer** other students in the class who may want to read the book.
- Point out sentences on **Transparency 51** that contain the summary of the book or that contain the writer's opinion. Explain that a good book review will contain facts about the book as well as the writer's opinion.
- Tell students that they will begin the writing process by taking notes on important information from the book they plan to review. Remind students that in Study Skills Unit 2 Lesson 1, they learned note-taking skills. Have students refer to page 91 in **Skills Practice 1** to review the note-taking guidelines.
- Tell students that after they complete their notes, they will be putting the notes into outline form. Explain that outlining is a way to organize notes in a format that will be easy to follow once the writer is ready to begin drafting sentences and paragraphs.
- Show students a basic outline on the board or on chart paper, and explain that the Roman numerals are the main topics. The capital letters are the main ideas of the paragraphs, and the numbers under the capitals are the details that should be included in each paragraph.
- For more information about outlining, see **Language Arts Handbook** pages 218–219.

Teacher Tip
PLAN AHEAD Have students select and read a nonfiction book about the theme Animals and Their Habitats prior to beginning this writing assignment. Select a book that you can use to model writing a book review.

Transparency 51

Nonfiction Book Review
Review of *Countdown Book of Animal Tracking* by Jim Arnoff

Countdown Book of Animal Tracking explains how you can tell where an animal has been by the tracks and other signs that they leave. The book also tells the reader what animals are left alone and what the other book part and explains how like. However, it did not seem to be written for kids, and I was not the animal on the book. There are several things to know about each animal. For example, the cat for makes a funny little dog eye.

The book was great! Countdown is a funny adventure from the Countdown to jump of animal. It is. There are drawings of many people. The thing that surprised me was the picture of the mountain. They look like a person's hand. It was one of the best. There are many more pictures of animals. I hope the book makes me want to go looking for animal tracks right away!

Unit 2 • Lesson 1 **T133**

Grade 3, Teacher's Edition

Continued →

Writing: Developing Strong Skills and Strategies through Writing Practice

Day 1

Language Arts

OBJECTIVES

Students will

- ◆ brainstorm ideas for their realistic stories.
- ◆ take the spelling pretest.
- ◆ practice cursive *p* and *j*.

MATERIALS

- ◆ Routines 15–16
- ◆ **Language Arts Handbook**, pp. 126–129
- ◆ **Skills Practice 1**, p. 137
- ◆ **Transparencies** 61, 62

Writing

Realistic Story

ROUTINE 15
ROUTINE 16

Research in Action

Support students as they begin to apply the knowledge, skills, or strategies you teach them. This can include reteaching, providing hints and reminders, giving useful feedback, and initially helping students apply what was taught.
(Steve Graham and Karen Harris)

Prewriting

Teach

- ◆ Follow Routine 15. Remind students of the stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing. Tell students they will be writing a realistic story. If necessary, discuss the meaning of *realistic*.
- ◆ Display **Transparency 61**. Have a student read the paragraph aloud. Discuss the elements that make this a realistic story.
- ◆ Tell students that a realistic story contains people, places, and events that are made up but could be real. In “Two Days in May” for example, the events really happened, but the characters and setting were made up by the author of the story.
- ◆ Tell students that when writing a realistic story, the writer uses his or her imagination to tell a story. Remind students that their stories will have a plot, a setting or settings, and characters. The settings and characters should seem real.
- ◆ Tell students another important element of their stories is to have a clear beginning, middle, and end. A story map graphic organizer will help with these important elements. Tell students the story map will help them organize story ideas into an easy-to-follow story line.
- ◆ For further information about writing a realistic story, refer to **Language Arts Handbook** pages 126–129.

Realistic Story

A realistic story contains people, places, and events that are made up, but could be real. A story about a boy who wants a puppy for his birthday would be realistic. The boy and the puppy are not real, but they seem real. When you write a realistic story, you use your imagination to write a story that entertains your audience. Your story can have funny characters, exciting places, or strange events that could be true. Think what makes it different from a fantasy. In fantasy, things happen that could never really happen.

Try It!

Which of the ideas below could you use to write a realistic story?

- ◆ Two friends try out for a team.
- ◆ A girl meets a magical turtle by a pond.
- ◆ Your neighbor's dog wins the spelling bee at school.
- ◆ A boy gets a brand-new bicycle for his birthday.

Parts of a Realistic Story

A realistic story has a plot, one or more characters, and a setting. The plot of a realistic story has events that could happen in real life. The characters act like real people or animals would. The setting is a place that is real or could be real.

126 Realistic Story • Narrative Writing

Language Arts Handbook, p. 126



T290 Theme: Animals and Their Habitats

Transparency 61

What SRA Imagine It! Does

- ▶ Models of good writing are provided for the instruction of all phases of the writing process: prewriting, drafting, revising, editing and proofreading, and publishing.
- ▶ Graphic organizers help students see how authors structure their stories and help students structure their own stories.
- ▶ Sentence construction is taught with sentence frames, sentence expansion, and sentence combining.

Writing, continued

Guided Practice

- ◆ Model gathering ideas for your own realistic story. Explain to students that they can get ideas from their surroundings, such as school and school friends, family and family members, a community or neighborhood event, and so on. Brainstorm ideas with the class, and write them on the board.
- ◆ Use Routine 16. Create a story map graphic organizer on the board for your own story. Stress the importance of having realistic characters and settings and having a clear beginning, middle, and end to the story.

Have students turn to **Skills Practice 1** page 137 and help them complete the Think section. Review the story map graphic organizer.

Apply

- ◆ Have students work independently to brainstorm their own ideas for a realistic story.
- ◆ Then have students complete page 137 in **Skills Practice 1**, which includes the Think section and the graphic organizer.

Assessment

You will use the Writing Rubrics found in the Level Appendix to evaluate students' realistic stories. You may use any of the rubrics for Genre, Writing Process, and Writing Traits. Share with students what you will be looking for when assessing their realistic stories.

The graphic organizer is titled 'Writing a Realistic Story' and includes sections for 'Think', 'Purpose', 'Prewriting', 'Response', 'Middle', and 'End'. It provides prompts and possible answers for each section.

Think
Audience: Who will read your realistic story?
Possible Answer: My friends.

Purpose
What is your reason for writing this realistic story?
Possible Answer: I want to share how people create their neighborhoods.

Prewriting
Use this graphic organizer to prepare to explain a process.
Possible Answers: Story Map

Response
Alisha notices graffiti in her neighborhood.

Middle
She and her friends talk about the problem. They come up with some ideas. They get their neighbors to help plan and make a mural.

End
Alisha helps cover graffiti with a beautiful mural.

Skills Practice 1 • Writing Unit 2 • Lesson 4 137

Skills Practice 1, p. 137

Spelling

Lesson Review and Homophones Pretest

- ◆ Students will learn homophones and review words with /i/, /ō/, and consonant blends.
- ◆ Say the sentences below. Have students write the spelling words on a sheet of paper. When they are finished, have them correct any misspelled words.

Pretest Sentences

1. The tired man let out a **groan**.
2. The puppy has really **grown** since I saw him last.
3. The **seam** on my shirt is ripped.
4. It movie did not **seem** very long.
5. Who ate the last **piece** of pizza?
6. The dove is a symbol of **peace**.
7. Place this book on the table **by** the bookshelf.
8. Would you like to **buy** a notebook?
9. My **toe** was broken, so I had to use crutches.
10. I enjoy watching huge boats **tow** smaller boats.
11. The **horse** had a beautiful mane.
12. The cold made my throat feel sore and my voice sounded **hoarse**.
13. The parents will **meet** the new teachers.
14. Turkey is my favorite kind of **meat**.
15. My brother told a scary **tale** at the campfire.

Challenge Sentences

16. We can recycle our **waste**.
17. The pants fit neatly around her **waist**.

Diagnose any misspellings by determining whether students misspelled the homophones, long vowels, consonant blends, or some other part of the word. Then have students use the pretest as a take-home list to study the spellings of words with these homophones, long vowel spellings, and consonant blends.

What Research Recommends

- ▶ Goal setting, self-monitoring, and guided and independent practice promote an “I can do” attitude.
- ▶ Explicitly teach and model writing strategies (Harris & Graham, 1994).
- ▶ Use prewriting activities (Harris, Graham, & Mason, 2003).
- ▶ Teach students to construct more varied sentences (Harris, Graham, & Mason, 2003).
- ▶ Explicitly develop critical self-regulation strategies (Graham & Harris, 1994, 1996, 2000, 2005; Harris & Graham, 1996, 1999).

Inquiry: Developing 21st Century Skills in Cooperative Learning

Inquiry is at the heart of the creative process for scientists, researchers, artists, and all others who are innovative thinkers and creative thinkers (Scardamalia and Bereiter, 2003). The 21st century will require our students to identify questions, research ideas, develop innovative products, and work collaboratively. Students not only need to be able to find information, but also to analyze, synthesize, and transform that information into novel ideas.

Day 1
Reading and Responding

Lesson 2 Inquiry Planner

STEP 2: Choosing an Investigation Question

Day 1 With the whole group and in small-group discussions, students will generate possible investigation questions.

Day 2 Student will continue asking new questions.

Day 3 With the whole group, discuss ideas about the theme in "Make Way for Ducklings."

Day 4 Groups will choose one question to research and investigate.

Day 5 Students can post items on the **Concept/Question Board** and continue thinking about investigation topics and generating ideas.

Research in Action

Inquiry builds on the innate curiosity of the very young and nurtures and supports children on their developmental trajectory towards developing the increasingly metacognitive skills of proficient knowledge creation. In inquiry, "questions of wonderment become the driving force in designing the *what* and *how* of instruction"

(Murray, Shee & Shee, 2004)

Teacher Tip

CHOOSING AN INVESTIGATION QUESTION Some students may decide on their investigation question quickly. If so, have them start making conjectures. Because Inquiry is not a lock-step process, allow groups to progress through the steps of their investigations in the ways that are most effective for them.

T130 Theme: Animals and Their Habitats

Inquiry Process

Step 2—Choosing an Investigation Question Whole Group

Whole-Group Time

- ◆ By this point, students have formed groups and explored possible investigation questions and ideas.
- ◆ Explain that each group's ideas and questions may be helpful to the other groups. Ask students to share some of the ideas they discussed in their small groups. Using the note-taking skills they learned in Lesson 1, have students practice taking notes about the main ideas presented by each group.
- ◆ Model how to choose good investigation questions. For example, return to the story you presented earlier. The problem in the story involved how to save animals who lost their habitat due to land development. This led to the question, *How can I help these animals?* Model how this question can develop into other research questions, saying something like this: *Now I realize that I can't protect all these animals all by myself. So this made me think of these other questions, which might be good investigation questions: Why do people disturb animal habitats? How can I convince others to help protect these animals' habitats? How should the community protect these animals? Ask students what other questions this story might lead to, and write their answers on the board.*
- ◆ If students need help getting started, continue modeling general questions: Why do animals need habitats? What makes an animal habitat safe? How do animals choose their habitats? How are animal habitats destroyed, or how do they become unsafe? Why should we try to protect some animal habitats? How can people help protect animals and their habitats? Why do people only keep some kinds of animals as pets? How can similar animals live in different habitats? If groups are interested in specific kinds of animals, reflect this in the questions you model.
- ◆ Explain that groups are free to pursue any investigation question they want related to the unit theme Animals and Their Habitats. Remind students to choose questions that particularly interest them and those that they are excited to explore and learn more about.

What Research Tells Us

Research has shown that even very young children develop conceptual understanding by wondering, asking questions, and developing theories about their environment (e.g., Carey and Smith, 1993; Kuhn, 2000; Wellman and Gelman, 1998).

What SRA Imagine It! Does

Students learn to take their questions and transform them into research questions—questions that focus on problems and issues. Once students have developed questions that they would like to investigate, they transform the question into conjecture. This conjecture is like a baby hypothesis. The conjecture is what the students think the answer to their question is based on what they currently know. To formulate and evaluate their conjectures, students collect facts and ideas by doing experiments, searching

the Internet, surveying other students, conducting interviews, and reading a variety of resources. Based upon their analysis, synthesis, and evaluation of information collected, students confirm or revise their conjectures. Students in **SRA Imagine It!** are part of a learning community of individuals or groups who share their findings, which adds to class knowledge of the theme.

- ▶ Children are curious by nature and come to school with a wealth of questions. Inquiry capitalizes

Inquiry helps children connect to the real world outside their classrooms and work together in unified, productive ways.

Lesson 2

Make Way for Ducklings

Small-Group Time

- ◆ Have students break into their groups. As students share stories and discuss ideas for their investigation, have them practice asking questions after each person tells a story. Remind them to listen carefully to the answers.
- ◆ Students should review the questions they recorded earlier in their Writer's Notebooks to remind them of the ideas and potential investigation questions they formed.
- ◆ Help each group with **Skills Practice 1** page 101 to help them develop good investigation questions.
- ◆ As you circulate among the groups, help them think through why the initial questions they have are interesting or valuable.

Small Group

Concept/Question Board

Encourage students to write facts, opinions, ideas, or questions on the **Concept/Question Board**. Students might

- post new ideas learned from whole-group or small-group discussions.
- bring in and post magazine articles and pictures of animals and their habitats.
- take and post pictures of pets or wild animals in their habitats. (Remind students not to disturb the homes of animals if they take their pictures. Encourage them to show respect for the animals and their homes.)
- draw pictures that support the theme.
- post titles and summaries of books, articles, or TV shows about animals and their habitats.
- respond to questions others have raised.

Remember that a good way to encourage use of the **Concept/Question Board** is to model using it yourself.



Skills Practice 1, p. 101

Teacher Tips

CONCEPT/QUESTION BOARD Have students bring in photographs they have taken or pictures collected from the Internet or magazines that show animals and their habitats.

ASKING QUESTIONS Students might first ask questions about facts which usually begin with *who*, *what*, *when*, or *where*. Encourage students to ask *how* or *why* questions, which typically require more thought, reflection, and research. For example, *How do people make wild animals pets?* or *Why did the sabertooth tiger become extinct, but not other kinds of tigers?* are good investigation questions.

Unit 2 • Lesson 2 T131

Grade 3, Teacher's Edition

on this curiosity. Through Inquiry, students seek answers to their questions and solutions to problems through genuine research.

- ▶ Students use a framework based on the scientific method. The Inquiry process enables students to collect, analyze, and evaluate information. These skills are critical for lifelong learning. The Inquiry process follows these steps:
 1. Generate questions and ideas about the unit theme

2. Decide on a question to investigate
3. Formulate a conjecture
4. Identify needs and make plans
5. Collect information
6. Confirm or revise conjectures
7. Identify new questions

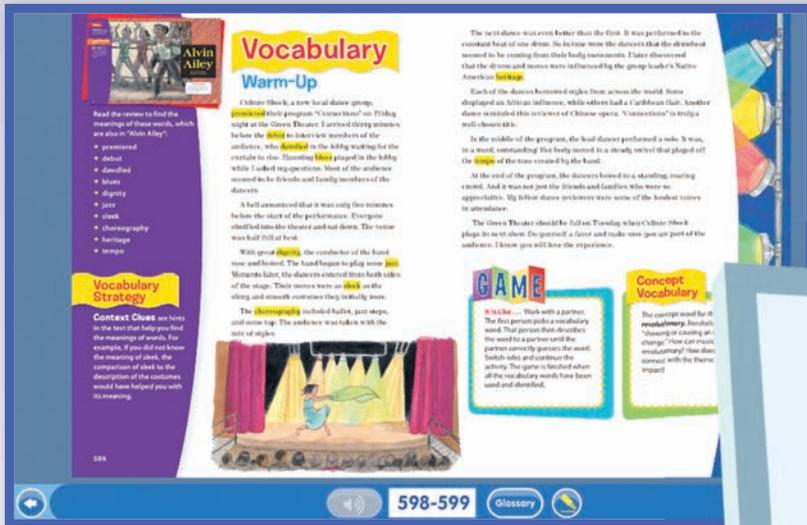
- ▶ Students share their new learning through a variety of types of presentations such as written reports, PowerPoint® presentations, posters, models, and games. Students also often combine presentation types.

What Research Recommends

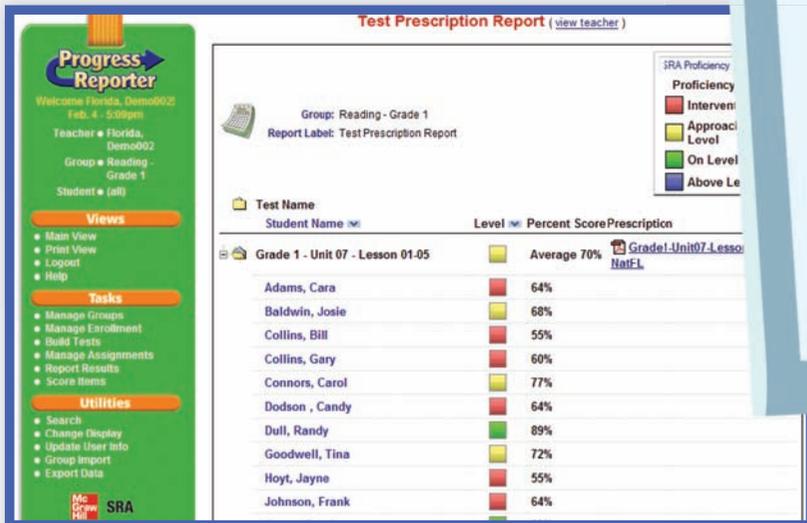
- ▶ Make learning relevant to practice and real experience (e.g., Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- ▶ Teach students how to search for relevant information to answer questions (e.g., Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- ▶ Model and teach critical thinking (e.g., Murray, Shea, and Shea, 2004; Scardamalia and Bereiter, 2003).
- ▶ Encourage children to share newfound knowledge with other children (Scardamalia, 2000).

Technology: Flexible Tools Support Individual Learners

Technology helps educators customize education to meet the needs of all students.



eStudent Reader, Grade 6



eAssess, Report Creation

What Research Tells Us

Research shows the best educational technology supports instruction explicitly. Technology can, and should, provide more than games and passive activities. The true power of technology is its flexibility and adaptability.

What SRA Imagine It! Does

- ▶ Real images and video clips for each unit's theme provide background information to prepare students for the concepts they read about in the unit.
- ▶ Flash®-based software provides Student Reader content in an

- exciting, interactive format by combining visuals, interactivity, and audio to make each lesson entertaining as well as educational.
- ▶ Hundreds of fun, learning-based activities are at students' fingertips to keep them practicing key skills

The integrated technology components within **SRA Imagine It!** enhance instruction and provide options for organizing, preparing, and teaching lessons.



eBackground Builder, Grade 5



eSkills & eGames, Grade 3 — World Vault

What Research Recommends

- ▶ Models that demonstrate skilled performance and examples of successful outcomes (Mayer & Moreno, 2002; Pashler, et. al., 2007).
- ▶ Authentic tasks that provide opportunities for meaningful practice (Anderson, et. al., 1985; Beck & Juel, 1992; Hiebert & Taylor, 2000; Kearsley & Shneiderman, 1998; Nagy, Herman, & Anderson, 1985; Schank, 1994).
- ▶ Scaffolds that support novices and that gradually release learning as students acquire skills (Adams, 1990; Share & Stanovich, 1995; California Department of Education, 1996).
- ▶ Timely and appropriate feedback on performance (Kulik & Kulik, 1998; Panasuk & LeBaron, 1999; Mason & Bruning, 2001; Page, 2006; Gaytan & McEwen, 2007; Hattie & Timperley, 2007; Brookhart, 2008; Shute, 2008).

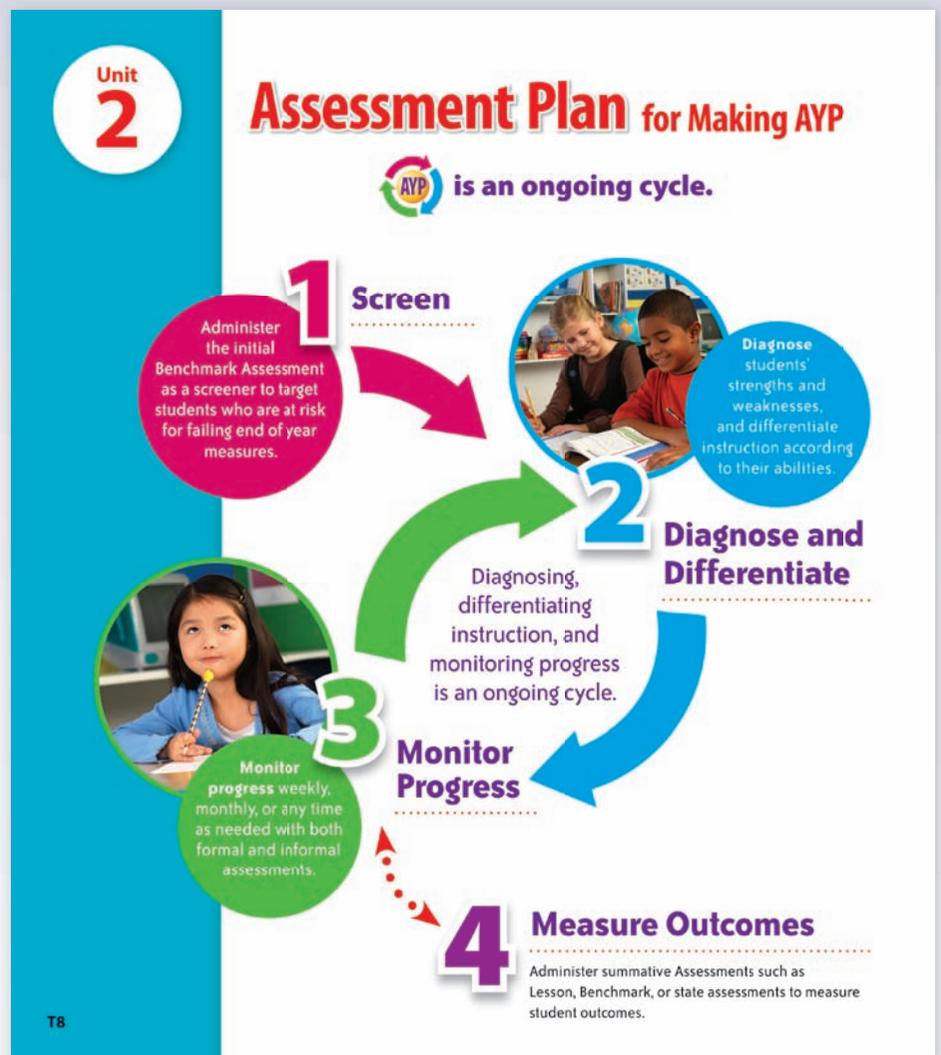
in phonics, spelling, writing, and vocabulary.

- ▶ Student fluency activities help teachers monitor fluency development.

- ▶ Assessments are quickly generated and automatically scored and stored. Reports track student progress and offer effective remediation suggestions.

Assessment: Monitor Progress and Guide Differentiation

Research indicates that analyzing and using data from well-designed assessments can help teachers differentiate instruction.



What Research Tells Us

Research indicates that effective reading programs include assessment for multiple purposes: to identify skills that require review before students attain mastery, to monitor student progress, and to guide differentiated instruction. These assessments help teachers meet student needs and move every child toward attaining AYP.

What SRA Imagine It! Does

SRA Imagine It! provides teachers with a range of materials and components to work with individuals and small groups of students who need additional instructional support.

- ▶ Benchmark Assessments contain material students learn over the course of the year and serve as a predictor of how well students will perform at the end of the school year.
- ▶ Lesson Assessments cover the most important skills taught in a particular lesson. These assessments help determine how well students are grasping concepts and provide information used in determining whether additional instruction may be needed.
- ▶ Daily Workshop allows students to work in small groups at a level of instruction and activity that meets

1 Screen

For students entering class after the school year has begun, administer **Benchmark Assessment, Benchmark 1** to target students at risk for reading failure.

2 Diagnose and Differentiate

Use the results from the **Lesson Assessments, Benchmark Assessments**, and informal observation measures to diagnose students' strengths and weaknesses and to differentiate instructions individually and in small groups.

	Approaching Level	On Level	English Learner	Above Level
Leveled Practice	<ul style="list-style-type: none"> • Reteach • Workshop Kit <ul style="list-style-type: none"> - Activities - Games • Intervention • Curriculum Connections 	<ul style="list-style-type: none"> • Skills Practice 1 • Workshop Kit <ul style="list-style-type: none"> - Activities - Games • Intervention Workbook • Curriculum Connections 	<ul style="list-style-type: none"> • English Learner Support Activities • Workshop Kit <ul style="list-style-type: none"> - Activities - Games 	<ul style="list-style-type: none"> • Challenge Activities • Workshop Kit <ul style="list-style-type: none"> - Activities - Games
Leveled Readers	<ul style="list-style-type: none"> • Leveled Readers • Leveled Science Readers 	<ul style="list-style-type: none"> • Leveled Readers • Leveled Science Readers 	<ul style="list-style-type: none"> • Leveled Readers • Leveled Science Readers 	<ul style="list-style-type: none"> • Leveled Readers • Leveled Science Readers
Technology	<ul style="list-style-type: none"> • eSkills • eDecodable Stories 	<ul style="list-style-type: none"> • eSkills • eDecodable Stories 	<ul style="list-style-type: none"> • eSkills • eDecodable Stories 	

3 Monitor Progress

Between **Benchmark Assessments**, use the following to monitor student progress. Regroup student daily or as needed, based on these formative assessment results.

Monitor Progress	Formal Assessment
<ul style="list-style-type: none"> • Comprehension Rubrics • Writing Rubrics • Lesson Assessments 	<ul style="list-style-type: none"> • Oral Fluency Assessments • eAssess • Comprehension Observation Logs

4 Measure Outcomes

Assess student understanding and mastery of skills by using the **Lesson Assessments** or **Benchmark Assessments**.

T9

Assessment Plan, Teacher's Edition

What Research Recommends

- ▶ Determine student baseline performance (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- ▶ Use formative assessment to determine exactly what each student has learned on a routine basis (NICHHD, 2000; Stecker, Fuchs, & Fuchs, 2005).
- ▶ Design literacy instruction to meet the individual needs of each student (Snow, Burns, & Griffin, 1998).
- ▶ Know when to move to intervention programs for children who do not benefit appropriately from typical instruction (Compton, Fuchs, Fuchs, & Bryant, 2006; Fuchs & Fuchs, 2007).

their individual needs and lets the teacher meet with students to pre-teach, re-teach, conference, or assess.

Resources for students who need additional support include Workshop Kits, Leveled Readers, Challenge Activities, Challenge Novels, and Decodable Stories. Resources for the teacher include the Differentiating Instruction for Workshop Planners,

English Learner Guide, Intervention Guide, and Reading Intervention Kit. In addition, throughout the Teacher's Edition are re-teach and pre-teach suggestions for learners at four different levels of ability: approaching level, on level, English Learner, and above level.

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In memoriam

Michael Pressley, Ph.D. 1951–2006

Dr. Pressley was a tireless supporter of education. He championed the rights of all children to a quality education, made seminal contributions in research and practice, and nurtured the development of a host of beginning teachers, young scholars, and editors. While his work and spirit lives on in those he influenced and inspired, there is no substitute for the real thing. We will all miss his wisdom and friendship every day.

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