

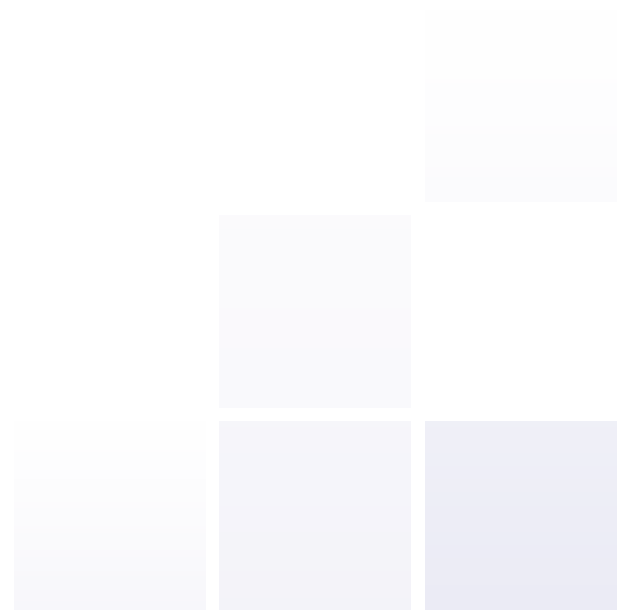
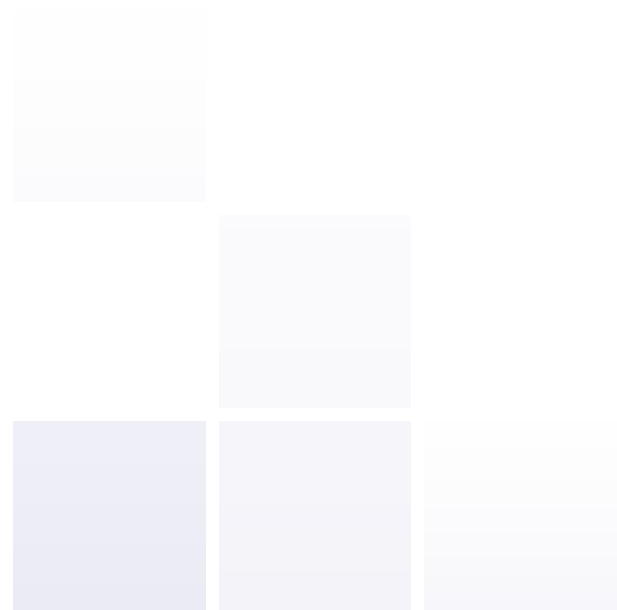
Program Overview

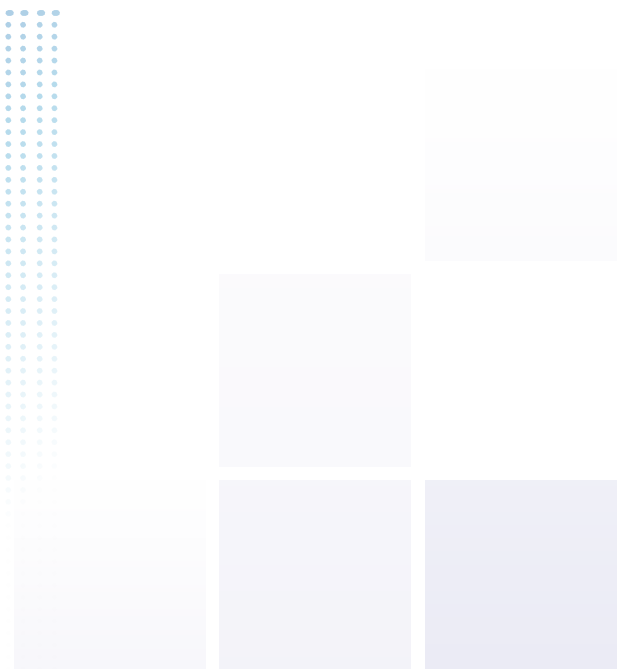
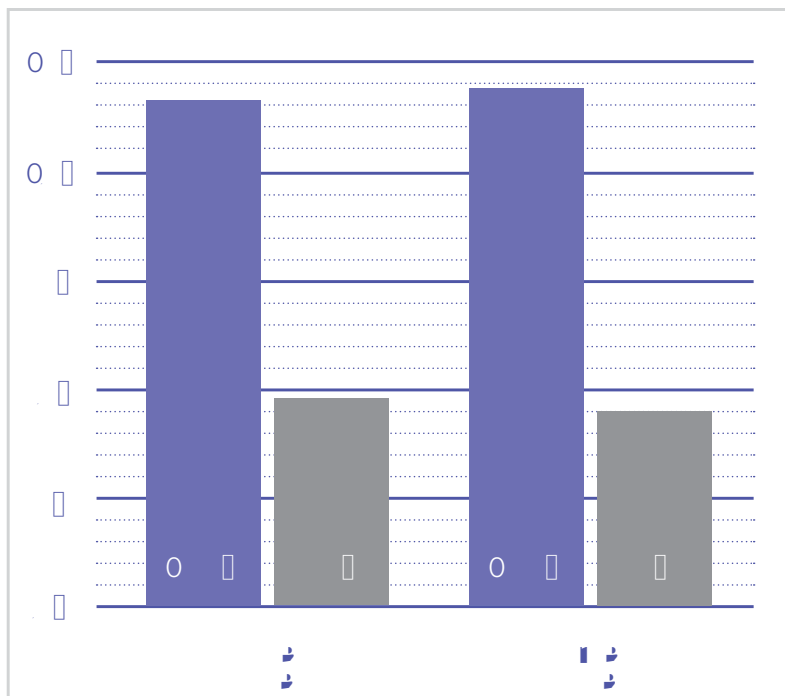
Grades K–5



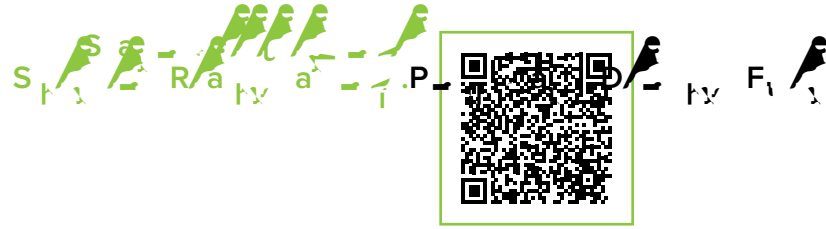
Our Reading









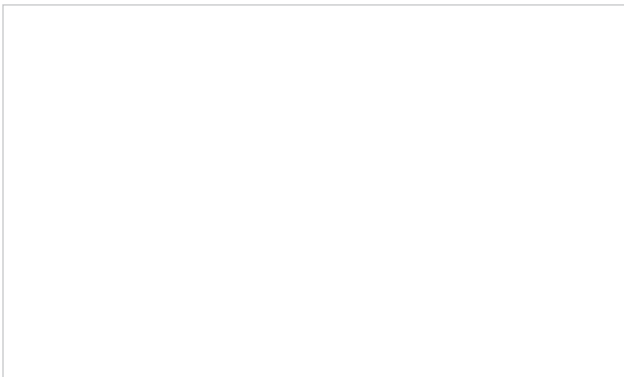


Fluency

Research



Action

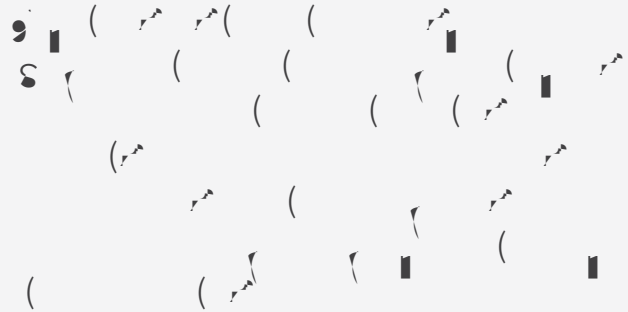


Reading and Responding activities make explicit connections between fluency and comprehension.

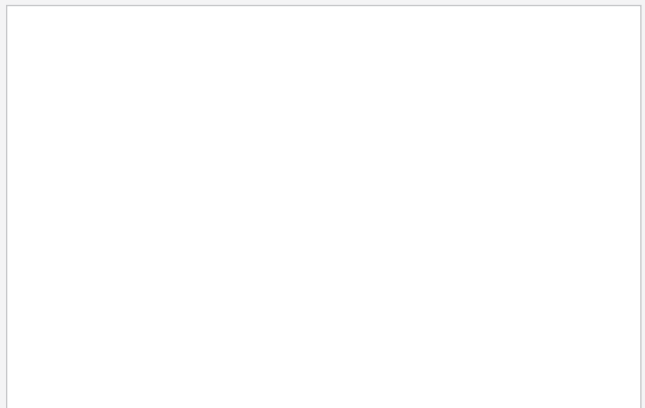
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Vocabulary

Research



Action



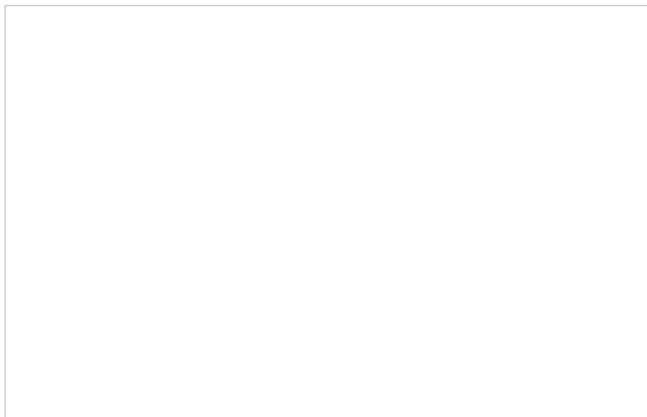


Comprehension

Research



Action



O C R teaches critical comprehension strategies and integrates close reading strategies into learning so that students can apply them to new text.

Writing

Research



Action

Writing to Inform
 Prewriting
Instruct—Plan Using a Venn Diagram
REMINDE students that comparing is describing how two things are alike, and contrasting is describing how they are different. Review the compare-and-contrast signal words and phrases by listing them on the board.

- Comparing words: both, also, too, as well
- Contrasting words: but, unlike, however, in contrast to, contrary to

Model using the words by comparing and contrasting objects in the classroom.
Possible Answers: Both a pencil and a pen can be used for writing. However, a pen contains ink, and a pencil contains graphite.

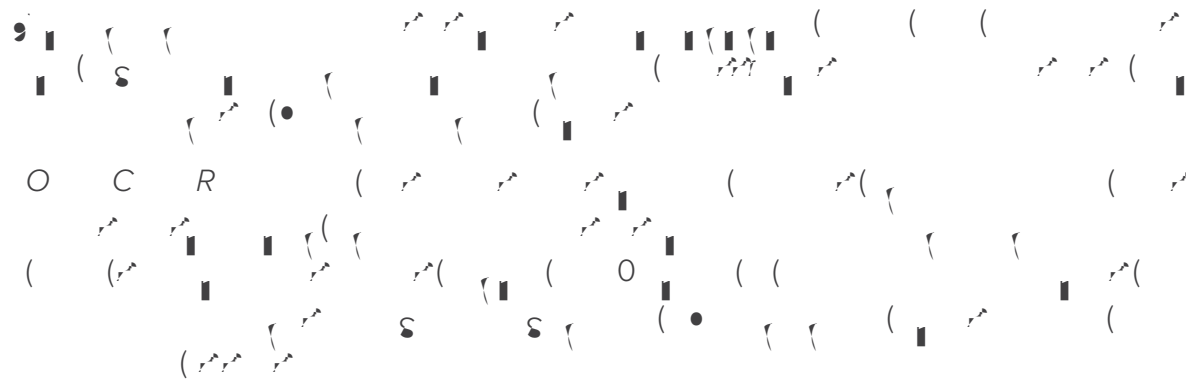
In addition to learning composition skills—prewriting, drafting, revising, editing, and publishing—students learn skills like handwriting, spelling, sentence construction, grammar, usage, and mechanics. Along the way, they explore the characteristics of strong writing across different genres.

Turn Research into Action



Foundational Skills

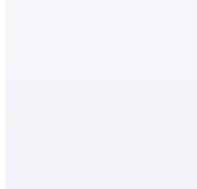
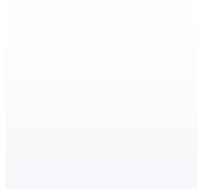
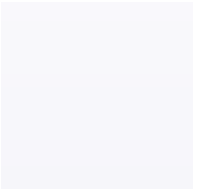
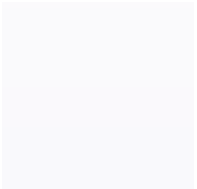
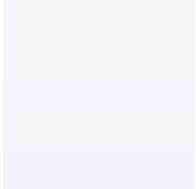
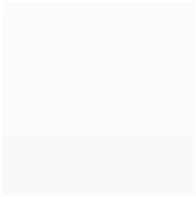
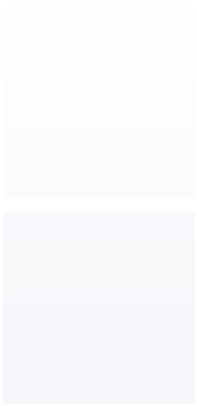
A Purposeful Progression



K	Letter Recognition	Print / Book Awareness	Phonological and Phonemic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Inquiry	Writing and Grammar
1	Letter / Book / Print Awareness	Phonemic Awareness	Phonics and Fluency		Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar
2	Phonics / Word Analysis		Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar	
3	Phonics / Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		
4	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		
5	Word Analysis	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Spelling, and Grammar		



ePresentation





What change lives? When was art an part of your life?

THE VOICE ~

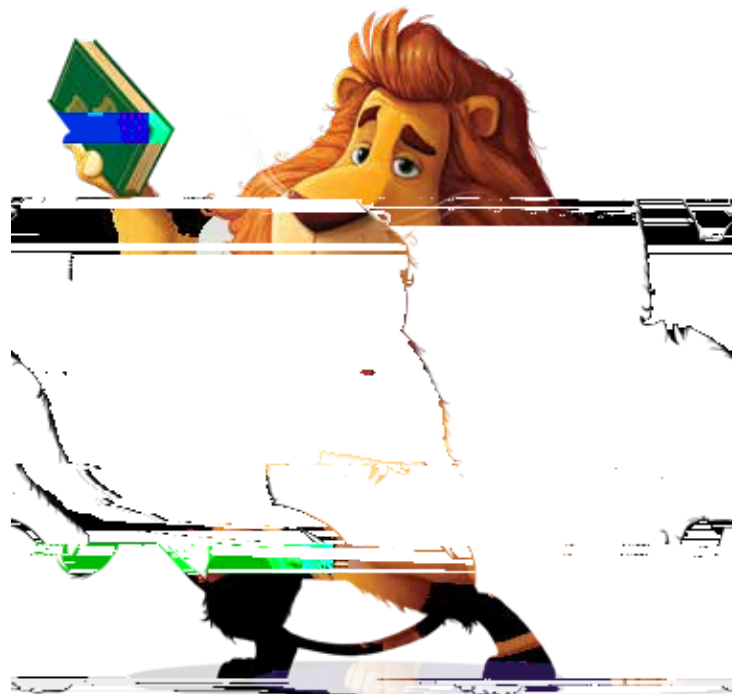
That Challenged a Nation

MARIAN ANDERSON

AND THE STRUGGLE FOR EQUAL RIGHTS

by Russell Freedman

A View from the front of the Lincoln Memorial



Reach Every Learner

Data-Driven Assessment



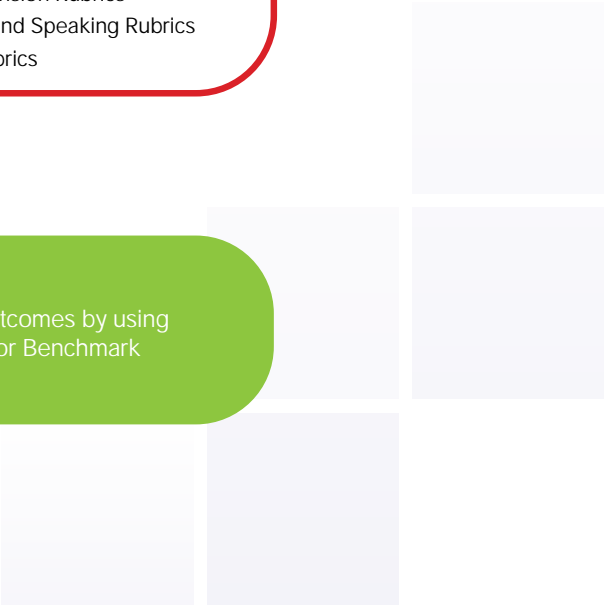
1 **S**
Use the Diagnostic Assessment as an initial screener with students who you observe may be lacking the prerequisite skills for the grade level.

2 **I** **a** **D** **a**
Identify students' strengths and weaknesses, and differentiate instruction according to their abilities.

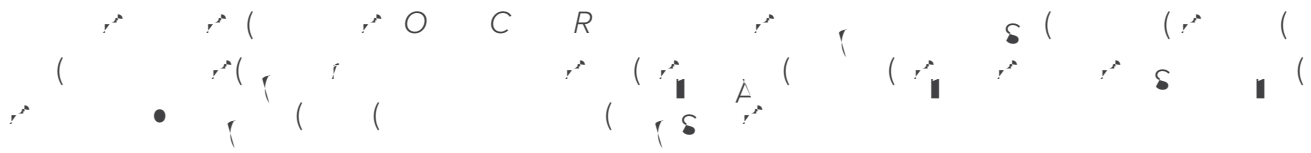
3 **M** **P**
Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

F FORMAL ASSESSMENT	I INFORMAL ASSESSMENT
<ul style="list-style-type: none">• Lesson and Unit Assessments• Benchmark Assessments• Writing Rubrics	<ul style="list-style-type: none">• Skills Practice• Comprehension Rubrics• Listening and Speaking Rubrics• Inquiry Rubrics

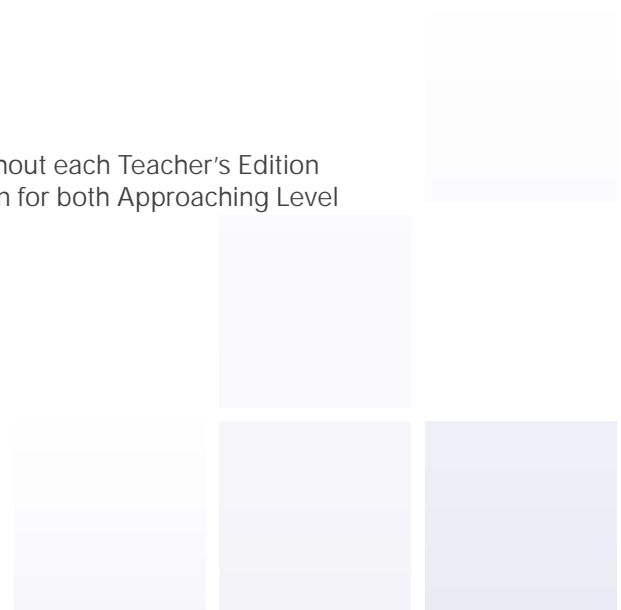
4 **M** **a** **Q**
Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.



Differentiated Instruction



Tips for differentiated instruction appear at point-of-use throughout each Teacher's Edition and in the Online Teacher Experience. More in-depth instruction for both Approaching Level



Grade
1

Build the Foundation



P

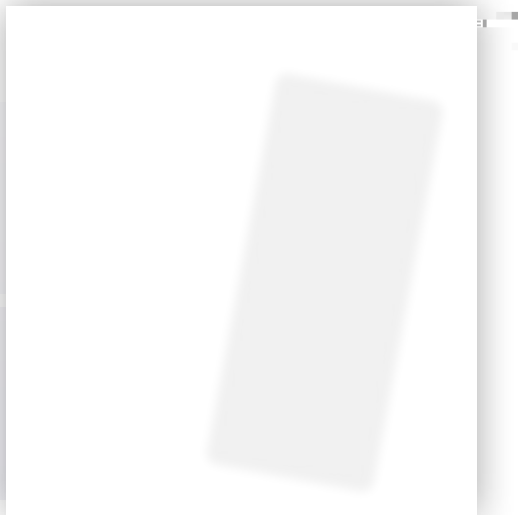
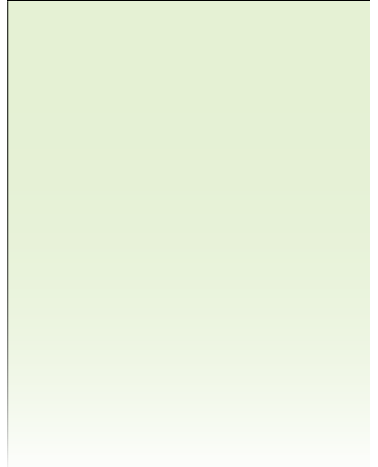
introduces sound-spelling correspondences.



B

provides strategies for figuring out unfamiliar words.

ePresentation



Used in Grades 1–5, **Sound/Spelling Cards** help students relate sounds to letters.

Grade
2
&
Grade
3

Support and Reinforce the Foundation



4 Foundational Skills

Resources:

- Routine 9
- Decodable Stories, Book 5, Story 41

Objectives:

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

Oa La, a / Decodable

is provided through blending multisyllabic words and read aloud activities.

F / S

are expanded as students review and strengthen decoding and encoding skills to make them automatic.

C

guides students from decoding words to fluent reading, and teaches them how to use textual evidence to demonstrate understanding.

P / D

/ / spelled oo

Developing Oral Language

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

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

Fluency: Reading a Decodable Story ^{LEVEL 9}

CCSS RF.2.4.C

Book 5, Story 41: Under the Moon

New High-Frequency Word: soon

Reviewed High-Frequency Words: are, your

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

Checking Comprehension

CCSS RF.2.4.A

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

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

Building Fluency

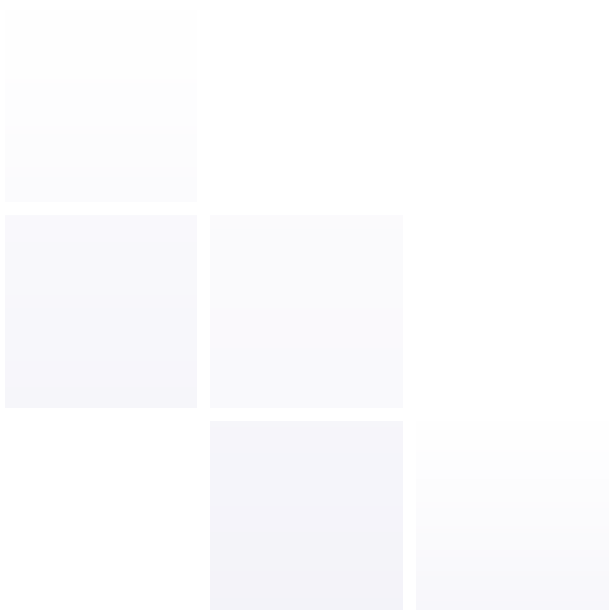
CCSS RF.2.4.B

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

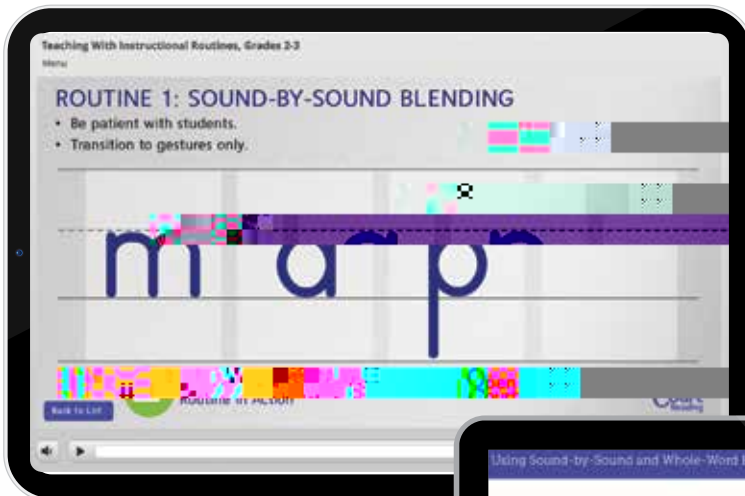
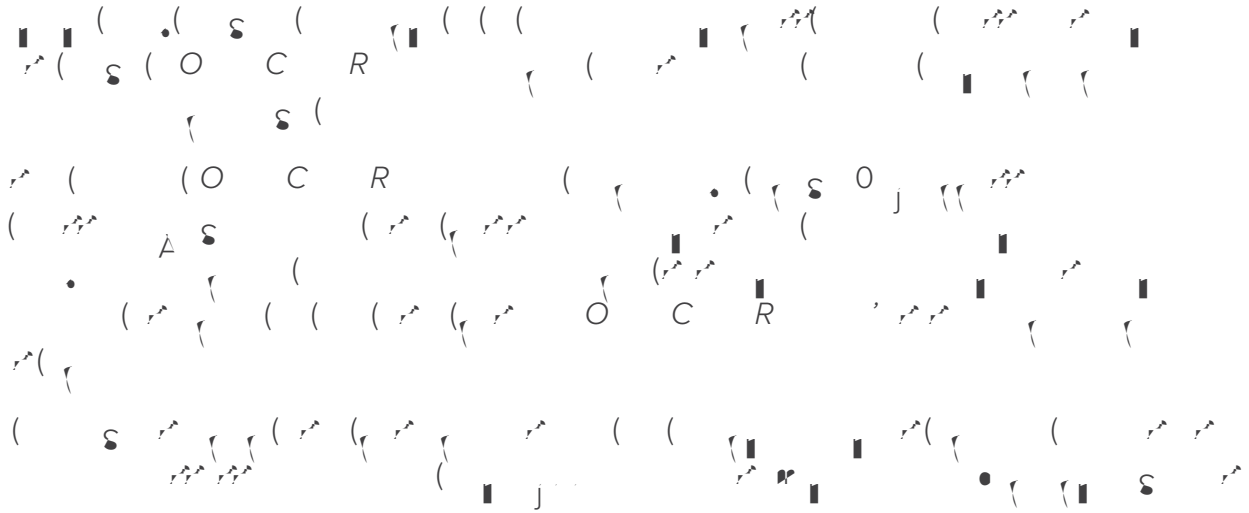
ePresentation



Used in Grades K–3, **Pre-Decodable** and **Decodable Books** provide fluency practice through controlled, connected text.



Empowering You to Make Research Actionable



Grade level-specific implementation courses



Point-of-use "Show Me How" coaching videos



Decades of Confident Readers Powered by Research



O  C  R  a  /E 