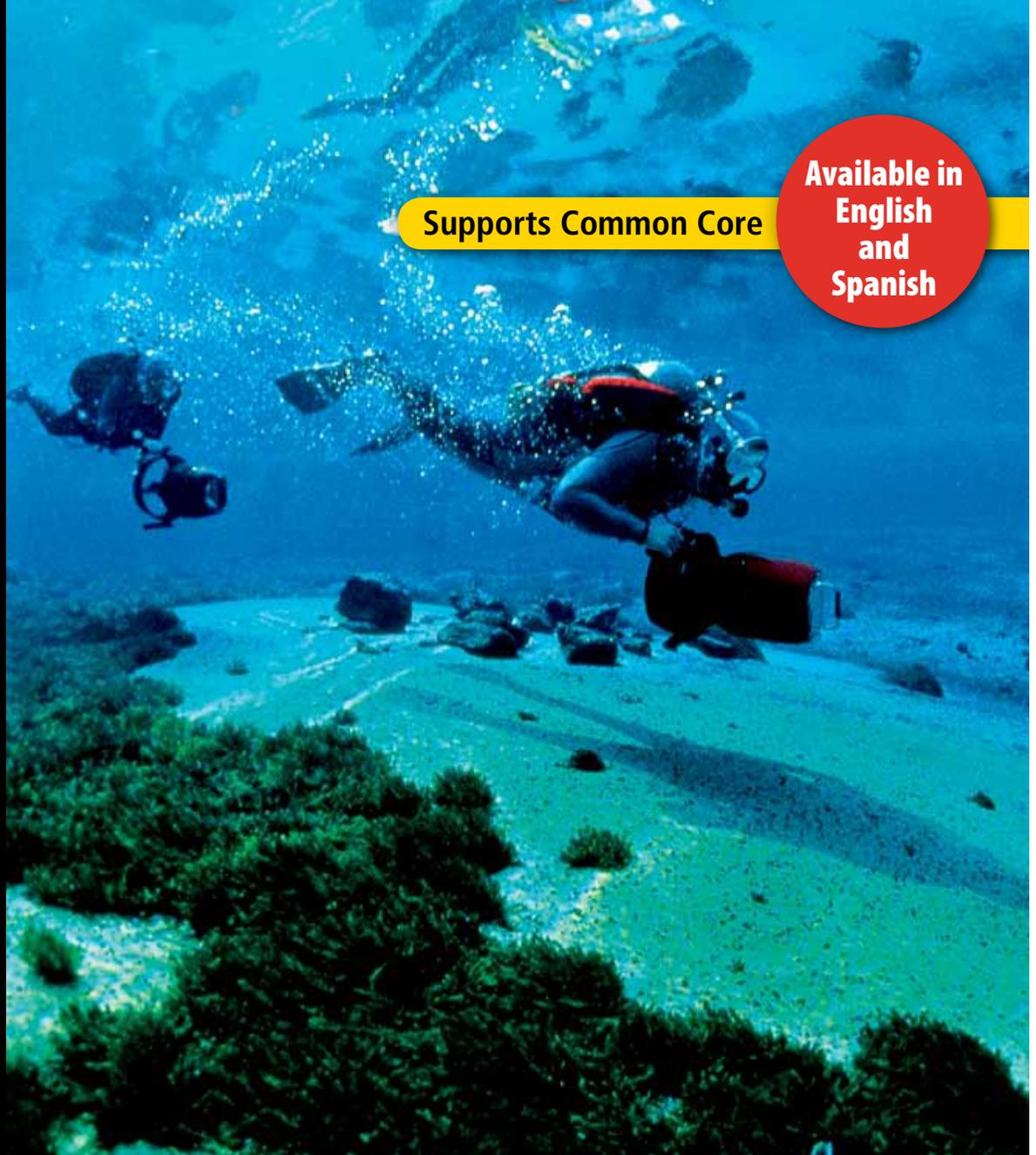
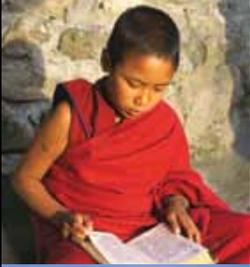


Language, Literacy & Vocabulary!



Supports Common Core

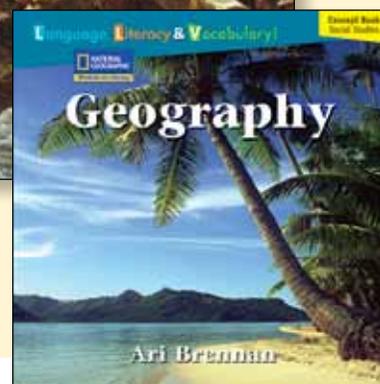
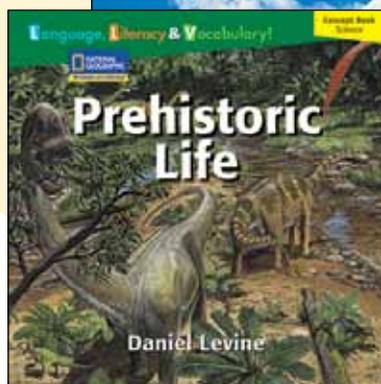
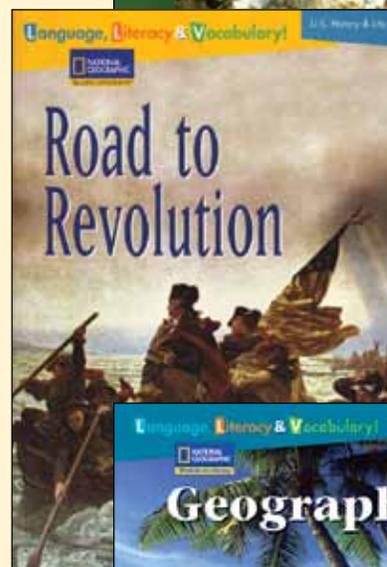
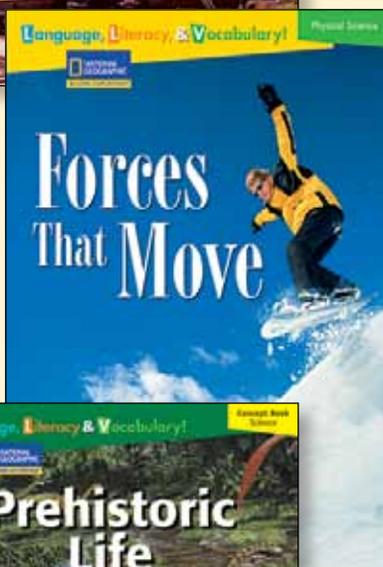
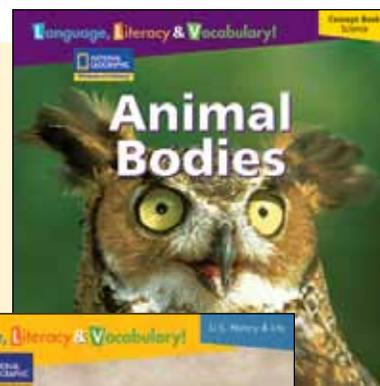
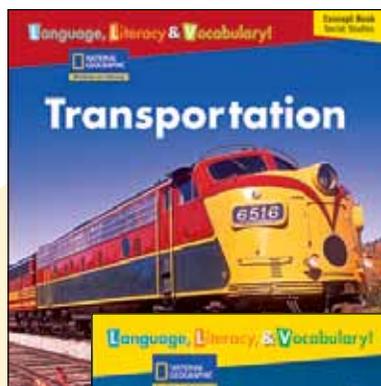
Available in
English
and
Spanish



Literacy Development and Grade-Level Content

Language, Literacy, & Vocabulary builds a strong foundation for literacy success and makes grade-level content accessible.

- Engaging, leveled informational text with stunning photography
- Academic language and vocabulary
- Comprehension strategies and fluency
- Scaffolded instruction that meets the needs of diverse learners
- Grade-level Science, Social Studies, and Math content.





Consulting Author **Linda Hoyt** has been a classroom teacher for grades K-6, a reading specialist in grades K-8, a curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She has authored a number of powerful professional books, including *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*, and *Make It Real: Strategies for Success with Informational Texts*.

A Practical Classroom Solution

Time

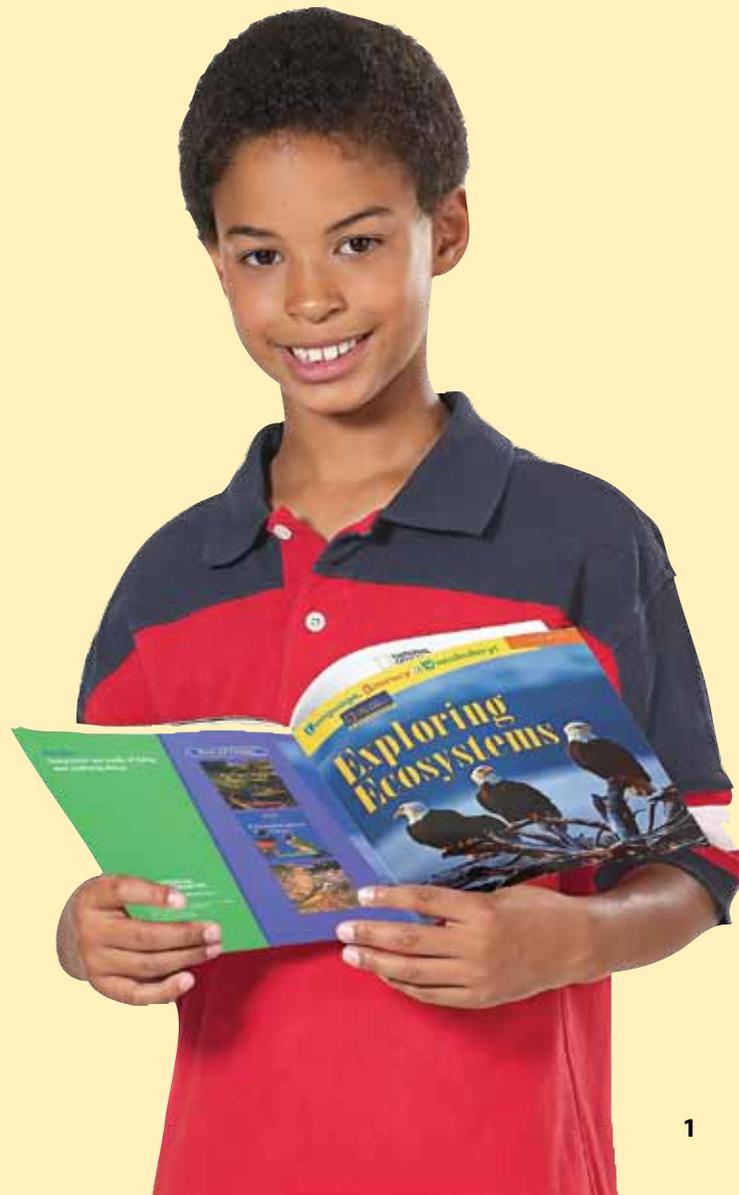
Helps you manage precious instructional time by integrating instruction in the following areas:

- Background Knowledge
- Academic Vocabulary Development
- Comprehension Strategies
- Oral Language Development
- Science, Social Studies, & Math Content

Diverse Student Needs

Provides strong instructional supports for your diverse, mixed-ability classrooms:

- English Language Learners
- At-Risk Readers
- Special Needs Students



Developmental Stages and Themes

Consistent Language Proficiency Levels are thematically presented across content areas.

Grades K–3+ Language, Literacy & Vocabulary — Windows on Literacy



Now Available in Spanish!

Science

Emergent	Early	Fluent	Fluent Plus
<ul style="list-style-type: none"> • Plants • How Animals Move • Weather and Seasons • Color and Size • What Animals Need 	<ul style="list-style-type: none"> • Force and Motion • The Senses • Animal Bodies • Food From Plants • Space 	<ul style="list-style-type: none"> • Plant Life • Wind, Water, and Sunlight • Prehistoric Life • States of Matter • Animal Habitats 	<ul style="list-style-type: none"> • Life Cycles of Animals • Our Place in Space • Machines Help Us Do Work • Adaptations • The Changing Earth

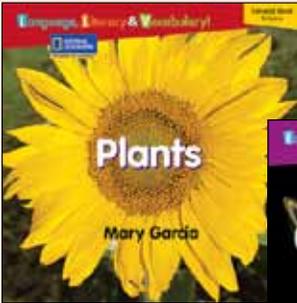
Social Studies

Emergent	Early	Fluent	Fluent Plus
<ul style="list-style-type: none"> • Transportation • Places on Earth • Places in My Community • Families • Jobs 	<ul style="list-style-type: none"> • Time and Routines • Food • Communities • Keeping Fit • Where People Live 	<ul style="list-style-type: none"> • Then and Now • Providing Goods • Maps • Producing Goods • United States Geography 	<ul style="list-style-type: none"> • Inventions • Our Government • Geography • Exploration • Ancient Civilizations

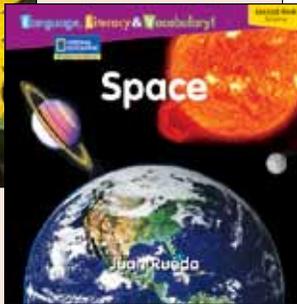
Math

Emergent	Early	Fluent	Fluent Plus
<ul style="list-style-type: none"> • Counting • Shapes 	<ul style="list-style-type: none"> • Comparing Sizes and Weights • Measurement and Data 	<ul style="list-style-type: none"> • Measurement • Patterns, Shapes, & Symmetry 	<ul style="list-style-type: none"> • Comparing Data • Solving Math Problems

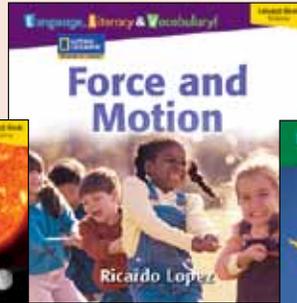
Sampling of Concept Books



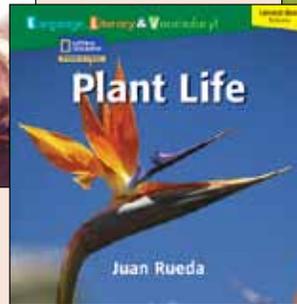
Emergent Levels 1–6



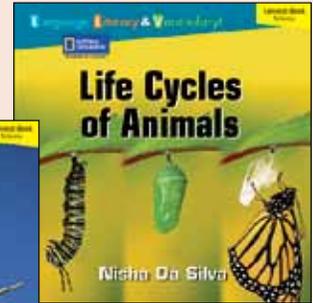
Early Levels 7–12



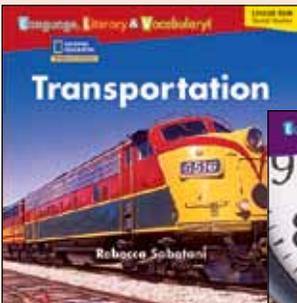
Early Levels 7–12



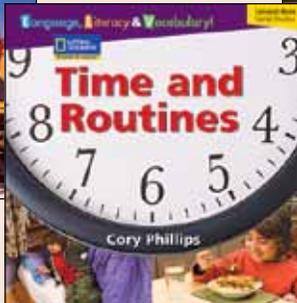
Fluent Levels 13–18



Fluent Plus Levels 19–24



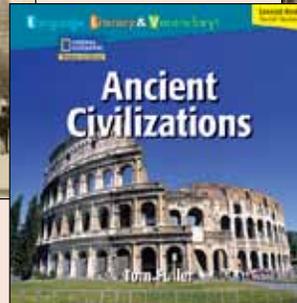
Emergent Levels 1–6



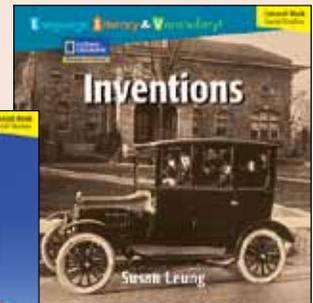
Early Levels 7–12



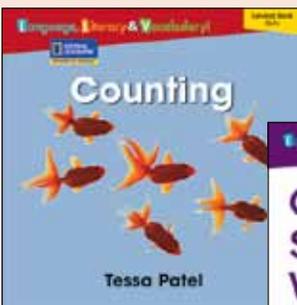
Fluent Levels 13–18



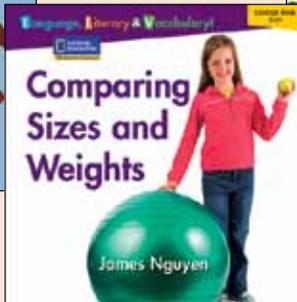
Fluent Plus Levels 19–24



Fluent Plus Levels 19–24



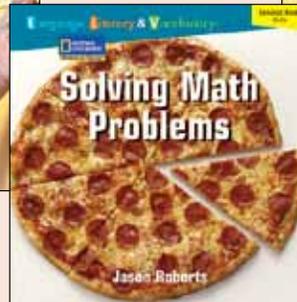
Emergent Levels 1–6



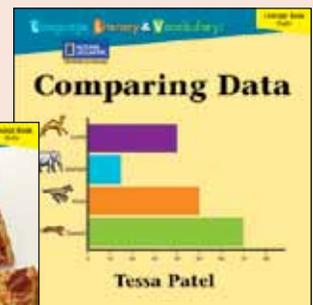
Early Levels 7–12



Fluent Levels 13–18



Fluent Plus Levels 19–24

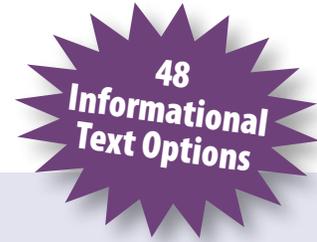


Fluent Plus Levels 19–24

Leveled Books and Grade-Level Content

Engaging informational text brings the real world to students. Grade-level Science, Social Studies, and Math topics mean all students gain access to standards-based content.

Grades 3–8+ Language, Literacy & Vocabulary — Reading Expeditions



Now Available in Spanish!

Science Series

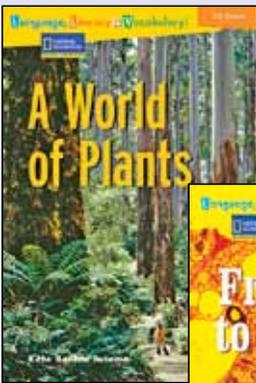
Life Science/Human Body	Physical Science	Earth Science
<ul style="list-style-type: none"> • A World of Plants • Animals and Their Adaptations • Animal Life Cycles • Classifying Living Things • Disease and the Body • Exploring Ecosystems • From Cells to Systems • Your Nervous System 	<ul style="list-style-type: none"> • Electricity • Energized! • Forces That Move • Looking at Light • Machines: Simple and Compound • Magnets • What Is Matter? 	<ul style="list-style-type: none"> • Climate • Earth in Space • Earth's Changing Land • How Do We Use Water? • Ocean Exploration • Rock Records • Stars • Our Solar System • Volcanoes

Social Studies Series

U.S. History and Life	U.S. Regions	Ancient Civilizations
<ul style="list-style-type: none"> • Columbus and the Americas • When Cultures Meet • The Thirteen Colonies • Road to Revolution • Declaring Independence • Industry Changes America • Go West! • Money and You • Paths to Freedom • What Makes a Community? • The Civil War • Inventions That Changed the World • Women Work for Change • Government in Action 	<ul style="list-style-type: none"> • Explore the Northeast • Explore the Southeast • Explore the Midwest • Explore the Southwest • Explore the West 	<ul style="list-style-type: none"> • Archaeology and the Ancient Past • Egypt in the Past and Present • Greece in the Past and Present • India in the Past and Present • The Maya in the Past and Present

Sampling of Informational Text Options

(Guided Reading Levels and Fry scores indicated)



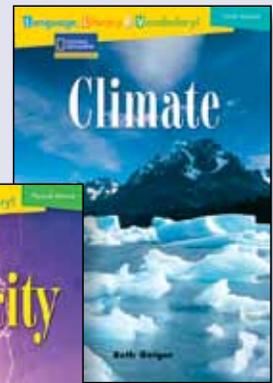
L-M
1.8



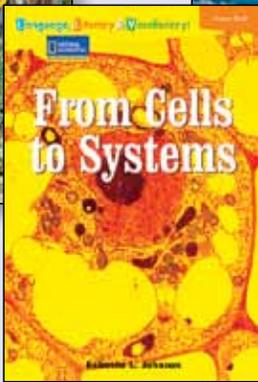
N-O
2.3



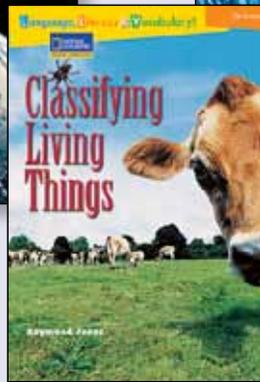
O-P
2.6



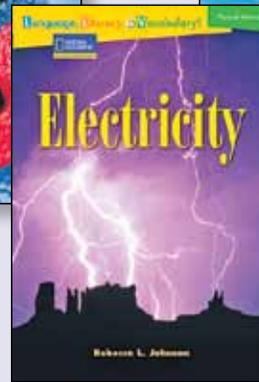
O-P
2.6



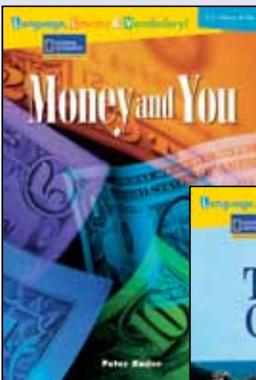
O-P
2.7



P-Q
2.9



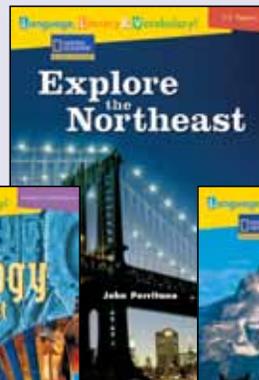
Q-R
3.6



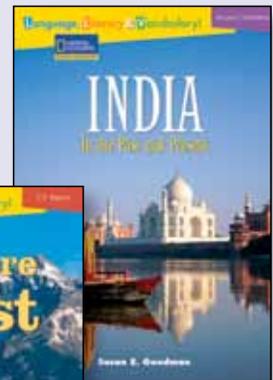
P-Q
3.0



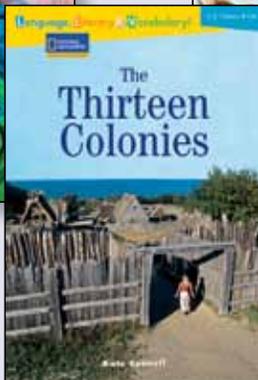
Q-R
3.3



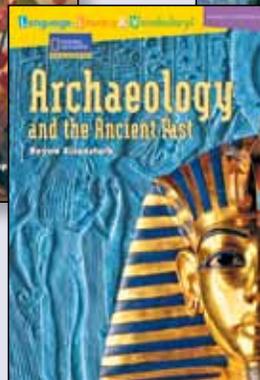
Q-R
3.4



Q-R
3.4



Q-R
3.4



Q-R
3.4



Q-R
3.5

Visual Support for Concept Development

- Strong picture/text match throughout student materials makes abstract concepts more concrete

Grades 3–8+ Language, Literacy & Vocabulary—Reading Expeditions

Earth's Orbit

Spring: On March 21, the northern half of Earth begins to tilt toward the sun.

Summer: On June 21, the northern half of Earth is tilted most toward the sun.

Autumn: On September 21, the northern half of Earth begins to tilt away from the sun.

Winter: On December 21, the northern half of Earth is tilted farthest away from the sun.

▲ Seasons change as Earth moves around the sun.

Earth's Path Around the Sun
Earth spins. But Earth also moves in another way. It revolves, or moves around the sun. Earth moves around the sun in a curved path. This path is called an orbit. It takes Earth 365 days to complete an orbit around the sun. That is one year.

You cannot feel Earth moving through space. Yet you know it is happening. You can see it in the seasons.

revolve – to move in a curved path around something
orbit – a curved path of one object around another object in space

12

▼ Winter in New York City

▲ Summer in New York City

Seasons
Each year has four seasons. They are spring, summer, autumn, and winter. Earth's tilt causes the seasons.

The northern part of Earth has summer when it is tilted toward the sun. At this time, the southern part of Earth has winter. The southern part of Earth is tilted away from the sun.

The northern part of Earth has winter when it is tilted away from the sun. At this time, the southern part of Earth has summer.

Stop and Think!
What causes day, night, and the seasons?

13



Student Book

Reading Expeditions: Language, Literacy & Vocabulary

Earth in Space

VOCABULARY
Key Concept Words

axis
orbit
revolve
rotate
solar system

Earth Science • Transparency 5

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Vocabulary Transparency

Reading Expeditions: Language, Literacy & Vocabulary

Earth in Space

COMPREHENSION STRATEGY
Making Inferences

▼ Winter in New York City

▲ Summer in New York City

Seasons
Each year has four seasons. They are spring, summer, autumn, and winter. Earth's tilt causes the seasons.

The northern part of Earth has summer when it is tilted toward the sun. At this time, the southern part of Earth has winter. The southern part of Earth is tilted away from the sun.

The northern part of Earth has winter when it is tilted away from the sun. At this time, the southern part of Earth has summer.

Earth Science • Transparency 6

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Comprehension Transparency

Informational Text Features

Students are introduced to informational text features of increasing complexity across the series.

Understand Text Organization

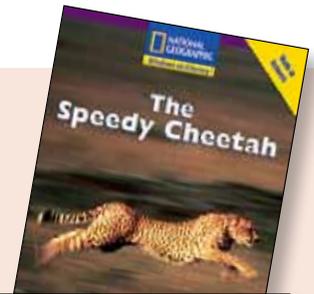
- Table of Contents
- Index
- Glossary
- Headings
- Sidebars
- Subheads

Navigate Text

- Labels
- Boldface
- Captions
- Color Font
- Bullets
- Italic Print

Grades K-3+

Language, Literacy & Vocabulary — Windows on Literacy



Diagram

A cheetah stands on 4 legs.
It grows to be about 3 feet tall.

7-year-old boy
4 feet
cheetah
3 feet

8 9

Student Book



Research Shows

"Informational texts comprise the majority of passages on today's standardized tests. Explicit instruction in how to navigate content, vocabulary, and reading challenges can empower students to greater levels of achievement as readers, as thinkers, and as language users."

—Linda Hoyt, Consulting Author

Interpret Visual Elements

- Charts
- Diagrams
- Tables
- Timelines
- Maps
- Cross-sections
- Graphs
- Photo Insets

Grades 3–8+

Language, Literacy & Vocabulary — Reading Expeditions



Caption

The Dawn of Life

As we travel, we find a gap in the rock record. Somehow we missed about 250 million years! What happened?

Erosion erased layers of rock. Erosion is the movement of rock from one place to another. Over time, wind and water wore away rock layers. That made a big gap in the rock record of the Grand Canyon.

Soon we see shale. We also see more sandstone. These rocks formed more than 530 million years ago! Here we might find fossils of ancient animals that lived in thick mud.

erosion — the movement of rock from one place to another

Rock Layers of the Grand Canyon



▲ Vishnu Schist is a kind of metamorphic rock.

Canyon Bottom

Soon the canyon walls change color again. And the layers are gone! The walls are made of black and white rock. It is a kind of metamorphic rock. It is called Vishnu Schist. This rock is nearly two billion years old!

It takes another week to finish our journey through the Grand Canyon. What a trip it has been! We have traveled 365 kilometers (227 miles) along the river. And we have gone two billion years back in time.

Stop and Think!

What do rocks in the Grand Canyon tell about Earth's history?

On-page Glossary

Cross-Section Diagram

Comprehension Strategy Instruction

Clear instruction and practice in comprehension strategies provides students with the skills they need for understanding informational texts.

Comprehension Strategies

- Predicting
- Asking Questions
- Making Inferences
- Synthesizing/Summarizing
- Making Connections
- Visualizing
- Determining Importance

Grades K–3+

Language, Literacy & Vocabulary—Windows on Literacy

Teacher's Guide

Lesson 2 Reread *Machines Help Us Do Work*

OBJECTIVES

- Understand the machines make work easier.
- Use vocabulary to talk about simple machines and compound machines.
- Join the comprehension strategy Making Connections.
- Know to join friends in one and other reading.
- Know what to bring that machines need.

Materials

None. Short board in area of cut (attached) stack of books.

Theme Builder

Students keep us to work Learning Masters pages 8, 14, 15.

Appendix B

Theme Builder (Graphic Organizer)

Develop Concepts and Vocabulary

Develop Oral Language
Display a short board or piece of stiff cardboard. Place it against a stack of books in a nonvertical position. Ask students to tell how a ramp, or inclined plane, is a useful machine. Is an inclined plane a simple machine or a compound machine? What machines can you use with it?

Join and Talk Have partners take turns talking about places where they have seen inclined planes.

Revist Theme Chart Display the Theme Chart on the Theme Builder. Ask a volunteer to be the leader and have the group recite the Theme Chart again, replacing *Join* with *talk*. The new last response to:

I'll run off a slice of ham called. I'll run back the ham out in the yard. That's how I'll see that today!

Introduce the Comprehension Strategy

Introduce Making Connections
When students make connections, they connect a detail in the text they are reading to something they know from their own experiences, the world, or other texts.

Think Aloud When I read a text, I use words and pictures that remind me of something I already know. That's called making a connection.

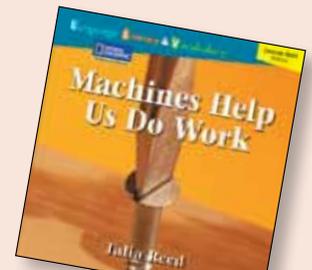
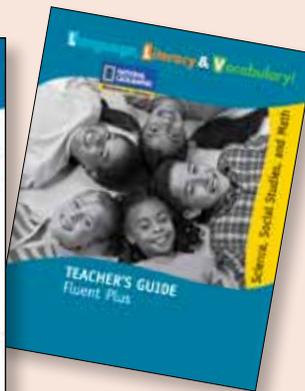
Model Making Connections
Turn to pages 18–19 and model the comprehension strategy and language forms for connecting.

Build Background
Display the graphic organizer on the Theme Builder. Have students read the headings. Then read the sentences for simple machines. Ask students if they can point to any simple machines in the classroom. Continue with compound machines.

Join and Talk Encourage partners to talk about other simple machines and compound machines.

Begin Vocabulary Log As students read, encourage them to use sticky notes to tag words they would like to use. After reading, students can record the words and their notes about them.

Use Learning Masters page 8.



Lesson focuses on a single comprehension strategy (Making Connections)



18



This robot is powered by batteries.



This vacuum cleaner is powered by an electric motor.

19

Grades 3–8+ Language, Literacy & Vocabulary—Reading Expeditions

Teacher's Guide

Review High-Utility Words

The following High-Utility Words appear in *Your Nervous System* and many other science texts. You may wish to review these words and their meanings with students.

center (page 11) **control** (page 3) **gather** (page 8)
motor (page 13) **sense** (page 8)

Teach the Comprehension Strategy

Asking Questions

Introduce Discuss the strategy of asking questions when reading. Have students name things they notice as they look through *Your Nervous System*, such as headings, captions, diagrams, and labels. Display and discuss **Transparency B**, a checklist to help students ask questions as they read.

Model Tell students: Let's ask questions as we read an informational article. Display **Transparency 24**, page 8 of *Your Nervous System*. Read the page aloud, pausing at key points to model the strategy:

- I ask questions to see if I understand what I read. "In the photo, are the ear, tongue, eye, nose, and skin the sense organs?" I read on to find the answers. The third sentence tells me that these are the sense organs.
- I ask questions to make sure I understand what the article is about. "What do the sense organs do?" I look for information in the text to answer my questions. The first paragraph tells me that the sense organs gather information about the world around me.
- I ask questions about other things I want to know. The last sentence tells me that the cells in my sense organs give me information. "What does my nervous system do with the information from my sense organs? What do other cells in my nervous system do?" I'll read on to see if I find the answers.

Guide students to use this strategy as they read.

Practice and Apply Students will practice and apply the strategy of asking questions as they read *Your Nervous System*. See lesson notes on pages 165, 166, and 169 of this guide.

Transparency B

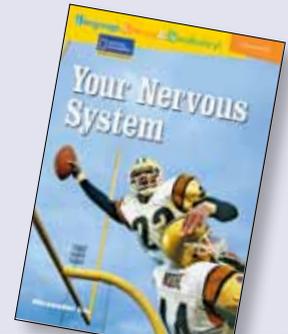
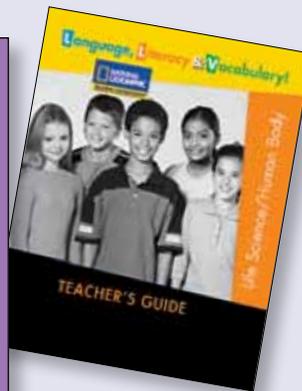
COMPREHENSION STRATEGY CHECKLIST Asking Questions

- ✓ **Ask questions to see if you are understanding what you read.**
 - I understand what I read?
 - Am I "getting" it?
 - If I understand, what next do I do?
- ✓ **Ask questions to make sure you understand who and what the text is about.**
 - What does the text say?
 - What are the important ideas?
 - What does and people are mentioned?
 - Is this text interesting to me?
- ✓ **Ask questions to learn more.**
 - What do I want to know?
 - What do I wonder about?

Transparency 24

COMPREHENSION STRATEGY Asking Questions

Scaling the World
The human nervous system is one of the most complex in the world. It has the ability to control the body's functions. The brain, spinal cord, and nerves are all part of the nervous system. The brain is the control center of the nervous system. It sends messages to the rest of the body. The spinal cord is a long, thin, tube of nervous tissue that runs from the base of the brain down the back. It carries messages between the brain and the rest of the body. Nerves are bundles of fibers that carry messages between the brain and the rest of the body.



Lesson focuses on a single comprehension strategy (Asking Questions)

Get Your Nervous System

The nervous system stretches from the head to the tips of your toes. It carries messages between the brain and the rest of your body.

The nervous system has three parts.

1. The brain
2. The spinal cord
3. Nerves

In this book, you will learn how the nervous system sends information through your body.

Questions You Will Explore

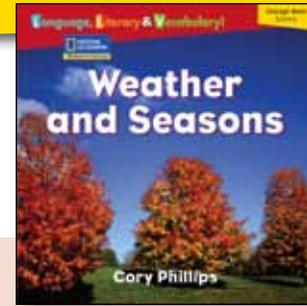
How does the nervous system work?

How does information get to and from the brain?

A Clear Instructional Path for Building Comprehension

Grades K–3+

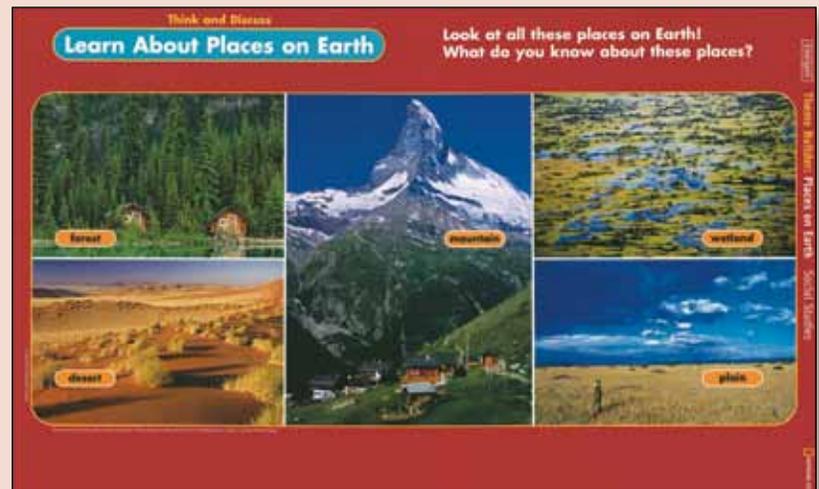
Language, Literacy & Vocabulary—Windows on Literacy



Weather and Seasons (shown)

Develop Vocabulary

Theme Builders introduce key concepts and vocabulary through interactive materials and activities.



Theme Builder

Introduce the Comprehension Strategy

Develops key concepts, vocabulary, and oral language; focuses on a single comprehension strategy for each theme.



Concept Book

Model, Practice and Apply the Comprehension Strategy

While building key concepts and vocabulary, 2 informational texts provide plenty of practice in the targeted comprehension strategy.



Related Informational Text



Assess and Evaluate Student Growth

A variety of informal and formal assessment tools provide information on student performance.

Fluency Scoring Guide

Name _____ Date _____

Book Title _____

Fluency refers to a reader's ability to interpret print through expressive oral reading. Fluency is not just about reading quickly. Fluency refers to a reader's ability to read in a way that matches the language and to represent the author's message in a pace that matches the meaning. This means that the reader needs to give an expressive presentation, phrasing, or powerful images and select a pace that matches the kind of text and the purpose for the reading. With this in mind, a set of directions may be read very slowly as the reader concentrates on understanding and internalizing the steps of a process, while a lively poem may be read at a much faster pace as the language is savored and enjoyed.

Directions
Choose a selection for the child to read aloud. As the child reads, use the rubric to assess the child's ability to read fluently.

Score _____

Comments _____

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For more information about assessment, see *Assessment Appendix*, pages 208–211.

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Scoring Rubric

5

- The reader reads with expression.
- The rate matches the style of the text.
- The reader adjusts tone and emphasis to reflect meaning.
- The reading reflects an understanding of audience.
- Pauses are used for emphasis.
- Self-corrections and fix-up strategies are employed as needed so that the listener does not notice them.

4

- There is some approximation in the reading.
- There is an attempt to match the rate to the kind of text being read.
- The reader may over-enactuate tone in an attempt to be dramatic.
- The reader is so focused on print that the audience may be forgotten.
- Pauses are based on word recognition rather than emphasis of meaning.

3

- The reader reads slowly and in a monotone.
- There is no evidence of shifts in tone, speed, or inflection in response to meaning.
- There are frequent pauses for sound-outs and repairs of words.
- There is little or no look at pictures to construct meaning.

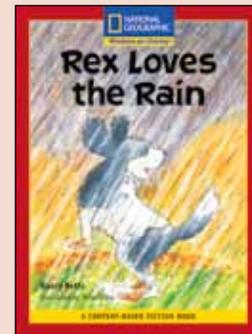
1

- Self assessments
- Retelling guides and scoring rubrics
- Fluency scoring guide
- Oral reading records
- Writing rubrics
- Oral language developmental checklists
- Content vocabulary checklists.

Extend Learning

Reinforce learning through reading of related fiction titles.

- Students explore concepts and vocabulary in new contexts
- Students apply comprehension strategies in different texts.

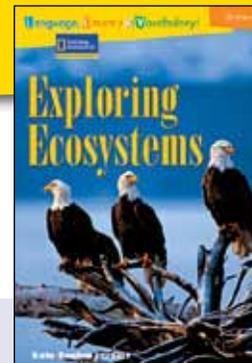


Content-Based Fiction Books

Lessons Make Content Comprehensible

Grades 3–8+

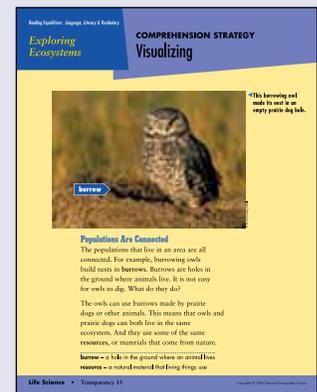
Language, Literacy & Vocabulary — Reading Expeditions



Exploring Ecosystems (shown)

Build Background

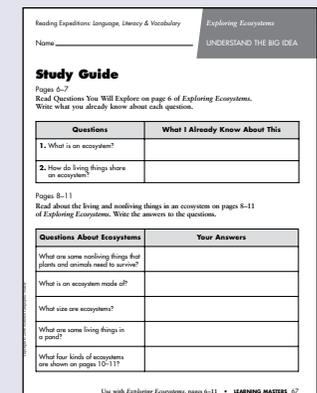
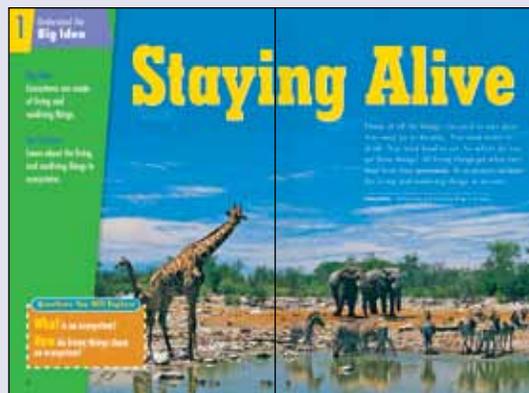
Introduces key concepts, vocabulary, and the comprehension strategy (Visualizing).



Teaching Transparency

Understand the Big Idea

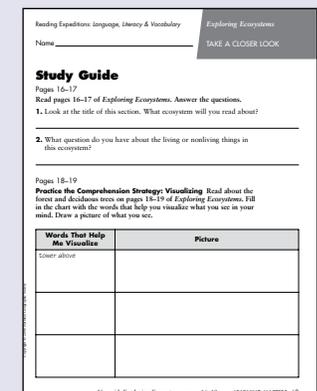
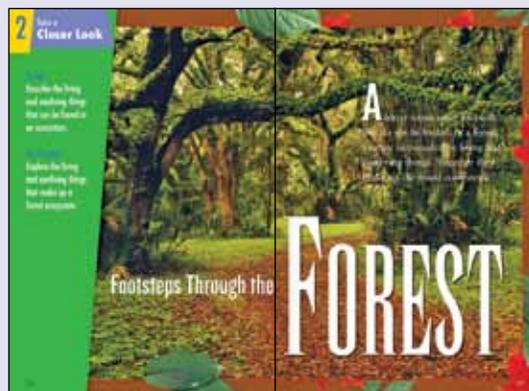
Develops understanding of essential core content with strong visual support.



Study Guide

Take a Closer Look

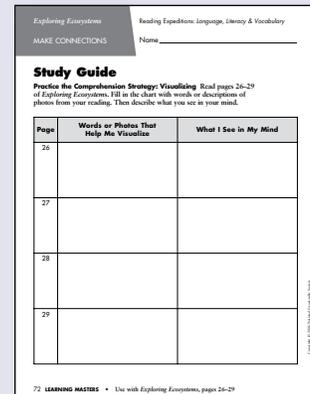
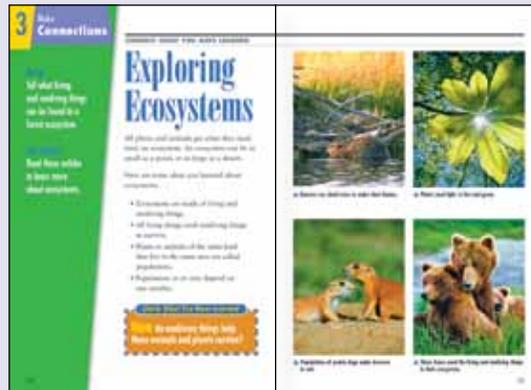
Explores the “big idea” by looking closely at a specific topic and examining it in more detail.



Study Guide

Make Connections

Students apply what they have learned to new contexts.



Study Guide

Extend Learning

In *Zoom in on Words*, students gain language proficiency through word usage, grammar, and sentence structure activities.

In *Read and Compare*, students compare across texts.

In *Research and Write*, students use what they have learned in research and writing activities.



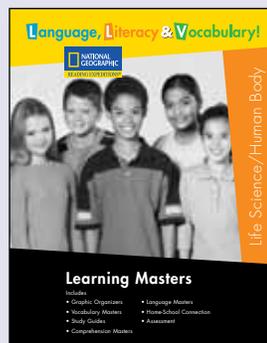
Assess

Formal Assessments

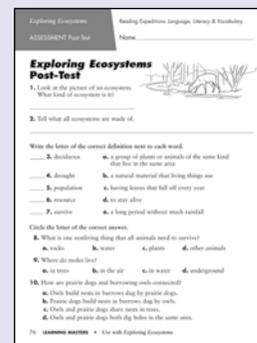
- Pre-Tests
- Post-Tests

Informal Assessments

- Performance Assessments
- Student Self-Assessments



Learning Masters



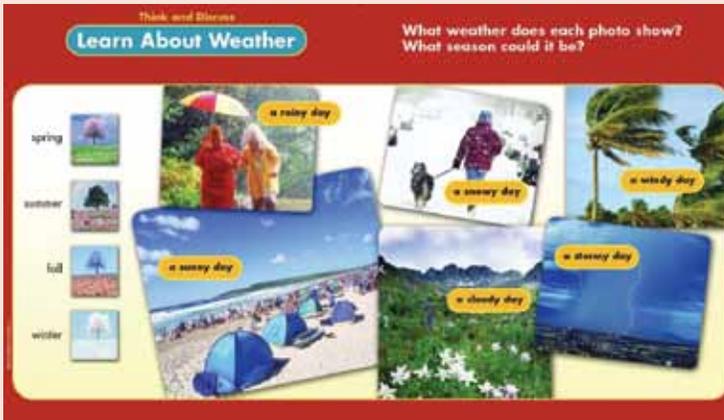
Complete Teaching Tools

Everything you need for effective instruction!



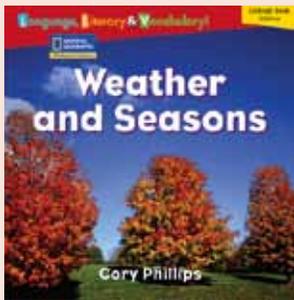
Grades K–3+ Language, Literacy & Vocabulary—Windows on Literacy

In Each Theme



Theme Builder

This stand-up desktop tool builds concepts and vocabulary through students' active participation.



1 Concept Book

- Builds background knowledge
- Develops key concepts, vocabulary, and oral language.



2 Informational Texts

- Support key concepts
- Allow students to practice and apply what they've learned.



2 Fiction Books

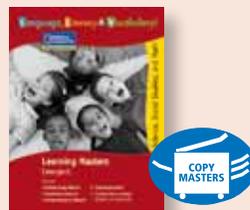
- Optional Fiction Books give students the opportunity to extend learning and apply strategies across a variety of genres.

Instruction, Assessment, and Family Involvement



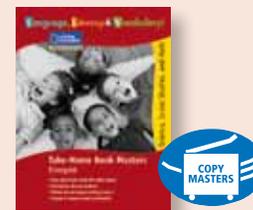
Teacher's Guide & Audiolessons

- Explicit instruction with 5-day lesson plan for each theme
- Differentiated instruction
- Reading for each book
- Build fluency and support independent reading.



Learning Masters

- Lots of extra practice
- Assessments.



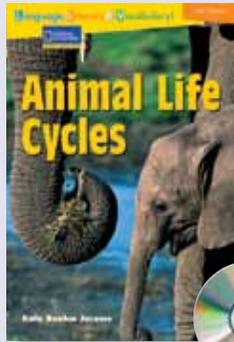
Take-Home Book Masters

- Children create their own books and share what they know with their families.

Grades 3–8+ Language, Literacy & Vocabulary — Reading Expeditions

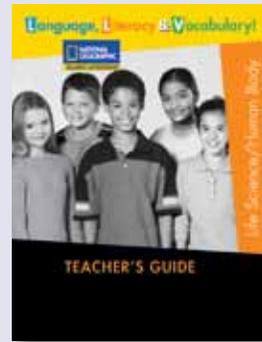


In Each Topic



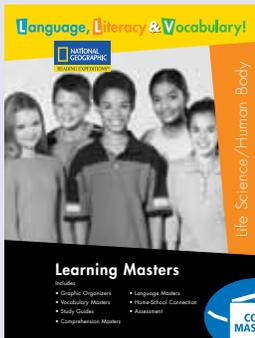
Student Books and Audiolessons

- Each visually rich student book brings content to life
- Audiolessons support students' independent fluent reading.



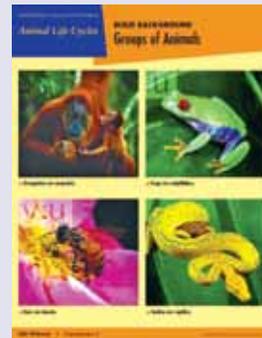
Teacher's Guide and Assessments

- A Teacher's Guide for each series
- Five-day lesson plans for each book
- Differentiated instruction for varying levels of language proficiency
- Formal and informal assessment tools.



Learning Masters

- Reproducible
- Support instruction
- Provide multiple opportunities for practice and assessment.



Transparencies

- Four transparencies per book
- Develop key concepts
- Build academic vocabulary
- Support comprehension.



Language, Literacy & Vocabulary!

Available in
English
and
Spanish

Grades K–3+ **Windows on Literacy**

Grades 3–8+ **Reading Expeditions**

- 1.** Academic Language and Content Vocabulary
- 2.** Grade-Level Science, Social Studies,
and Math Content
- 3.** Comprehension Strategies and Fluency
- 4.** Stunning Photography
- 5.** Oral Language
- 6.** Scaffolded Instruction
- 7.** Everything You Need for Instruction!