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.
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

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*. 
# Developmental Stages and Themes

Consistent Language Proficiency Levels are thematically presented across content areas.

## Grades K–3+

### Language, Literacy & Vocabulary — Windows on Literacy

### Science

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Early</th>
<th>Fluent</th>
<th>Fluent Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plants</td>
<td>• Force and Motion</td>
<td>• Plant Life</td>
<td>• Life Cycles of Animals</td>
</tr>
<tr>
<td>• How Animals Move</td>
<td>• The Senses</td>
<td>• Wind, Water, and Sunlight</td>
<td>• Our Place in Space</td>
</tr>
<tr>
<td>• Weather and Seasons</td>
<td>• Animal Bodies</td>
<td>• Prehistoric Life</td>
<td>• Machines Help Us Do Work</td>
</tr>
<tr>
<td>• Color and Size</td>
<td>• Food From Plants</td>
<td>• States of Matter</td>
<td>• Adaptations</td>
</tr>
<tr>
<td>• What Animals Need</td>
<td>• Space</td>
<td>• Animal Habitats</td>
<td>• The Changing Earth</td>
</tr>
</tbody>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Early</th>
<th>Fluent</th>
<th>Fluent Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Transportation</td>
<td>• Time and Routines</td>
<td>• Then and Now</td>
<td>• Inventions</td>
</tr>
<tr>
<td>• Places on Earth</td>
<td>• Food</td>
<td>• Providing Goods</td>
<td>• Our Government</td>
</tr>
<tr>
<td>• Places in My Community</td>
<td>• Communities</td>
<td>• Maps</td>
<td>• Geography</td>
</tr>
<tr>
<td>• Families</td>
<td>• Keeping Fit</td>
<td>• Producing Goods</td>
<td>• Exploration</td>
</tr>
<tr>
<td>• Jobs</td>
<td>• Where People Live</td>
<td>• United States Geography</td>
<td>• Ancient Civilizations</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>Emergent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Counting</td>
<td>• Comparing Sizes and Weights</td>
<td>• Measurement</td>
<td>• Comparing Data</td>
</tr>
<tr>
<td>• Shapes</td>
<td>• Measurement and Data</td>
<td>• Patterns, Shapes, &amp; Symmetry</td>
<td>• Solving Math Problems</td>
</tr>
</tbody>
</table>
Sampling of Concept Books

![Plants](Emergent Levels 1–6)

![Space](Early Levels 7–12)

![Life Cycles of Animals](Fluent Plus Levels 19–24)

![Force and Motion](Early Levels 7–12)

![Plant Life](Fluent Levels 13–18)

![Inventions](Fluent Plus Levels 19–24)

![Transportation](Emergent Levels 1–6)

![Then and Now](Early Levels 7–12)

![Ancient Civilizations](Fluent Plus Levels 19–24)

![Time and Routines](Emergent Levels 1–6)

![Measurement](Fluent Levels 13–18)

![Comparing Data](Fluent Plus Levels 19–24)

![Comparing Sizes and Weights](Early Levels 7–12)

![Solving Math Problems](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

<table>
<thead>
<tr>
<th>Life Science/Human Body</th>
<th>Physical Science</th>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A World of Plants</td>
<td>• Electricity</td>
<td>• Climate</td>
</tr>
<tr>
<td>• Animals and Their Adaptations</td>
<td>• Energized!</td>
<td>• Earth in Space</td>
</tr>
<tr>
<td>• Animal Life Cycles</td>
<td>• Forces That Move</td>
<td>• Earth’s Changing Land</td>
</tr>
<tr>
<td>• Classifying Living Things</td>
<td>• Looking at Light</td>
<td>• How Do We Use Water?</td>
</tr>
<tr>
<td>• Disease and the Body</td>
<td>• Machines: Simple and Compound</td>
<td>• Ocean Exploration</td>
</tr>
<tr>
<td>• Exploring Ecosystems</td>
<td>• Magnets</td>
<td>• Rock Records</td>
</tr>
<tr>
<td>• From Cells to Systems</td>
<td>• What Is Matter?</td>
<td>• Stars</td>
</tr>
<tr>
<td>• Your Nervous System</td>
<td></td>
<td>• Our Solar System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volcanoes</td>
</tr>
</tbody>
</table>

Social Studies Series

<table>
<thead>
<tr>
<th>U.S. History and Life</th>
<th>U.S. Regions</th>
<th>Ancient Civilizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Columbus and the Americas</td>
<td>• Explore the Northeast</td>
<td>• Archaeology and the Ancient Past</td>
</tr>
<tr>
<td>• When Cultures Meet</td>
<td>• Explore the Southeast</td>
<td>• Egypt in the Past and Present</td>
</tr>
<tr>
<td>• The Thirteen Colonies</td>
<td>• Explore the Midwest</td>
<td>• Greece in the Past and Present</td>
</tr>
<tr>
<td>• Road to Revolution</td>
<td>• Explore the Southwest</td>
<td>• India in the Past and Present</td>
</tr>
<tr>
<td>• Declaring Independence</td>
<td>• Explore the West</td>
<td>• The Maya in the Past and Present</td>
</tr>
<tr>
<td>• Industry Changes America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Go West!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Money and You</td>
<td></td>
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<tr>
<td>• Paths to Freedom</td>
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<tr>
<td>• What Makes a Community?</td>
<td></td>
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<tr>
<td>• The Civil War</td>
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<tr>
<td>• Inventions That Changed the World</td>
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<tr>
<td>• Women Work for Change</td>
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<td>• Government in Action</td>
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U.S. Regions

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</tr>
<tr>
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</table>

48 Informational Text Options
Sampling of Informational Text Options
(Guided Reading Levels and Fry scores indicated)
Academic Vocabulary and Content Vocabulary

Vocabulary Strategies

- Theme Builders build background and understanding of key concepts
- Graphic Organizers guide discussion and develop concepts
- Lively chants and poems provide repeated exposure of academic vocabulary

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

Theme Builder

Think and Discuss
Learn About Ancient Civilizations

All these people are interested in ancient civilizations. What can they find out about life long ago?

Graphic Organizer

Ancient Civilizations

Across the oceans
And in your backyards,
Ancient civilizations
Have left their mark.
Evidence of cultures
Long, long ago.
Revealed in technologies
And crafts of old.

Theme Poem

Ancient Civilizations

Both water to cities
Aqueduct
Present Day
Plumbing

Graphic Organizer

Theme Poem
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

- Earth orbits the sun in an elliptical orbit.
- The orbit takes about 1 year to complete.
- The elliptical shape of the orbit causes variations in the amount of sunlight Earth receives.

Seasons

- Each year, Earth orbits the sun.
- This orbit causes the seasons.
- The northern hemisphere experiences summer, spring, fall, and winter.
- The southern hemisphere experiences winter, spring, fall, and summer.

Great for English Learners!
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

A cheetah stands on 4 legs. It grows to be about 3 feet tall.
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
- Timelines
- Graphs
- Diagrams
- Maps
- Photo Insets
- Tables
- Cross-sections

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

On-page Glossary

Cross-Section Diagram

Caption

Student Book

The Dawn of Life
As we travel, we find a gap in the rock record. Somewhere we missed about 250 million years! What happened?
Erosion eroded 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 shales. We also see more sandstone. These rocks formed more than 533 million years ago! Here we might find fossils of ancient animals that lived in thick mud.

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?
Energy can come from electricity. It can also come from fuel, such as the gasoline used in a car. The energy inside a machine makes the different parts move.

This vacuum cleaner is powered by an electric motor.

This motorcycle uses gasoline to power its engine.

This robot is powered by batteries.

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

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Language, Literacy & Vocabulary—Windows on Literacy

Concept Book
Lesson focuses on a single comprehension strategy (Asking Questions)

**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.

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- 
- 

**Teach the Comprehension Strategy**

**Asking Questions**

**Introduce/Teach** 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 2, a checklist to help students ask questions as they read.

**Model** Tell students to ask questions as you 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 senses organs?" I need to find an answer. The first paragraph tells me that these are the senses organs.
- I ask questions to make sure I understand what the article is about. "What do the senses organs do?" I look for information in the text to answer my questions. The first paragraph tells me that the senses 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 ear, in my senses organs, gives me information. "What does my nervous system do with the information from my senses organs? What do other cells in my nervous system do?" I’ll need to refer to the text.

**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.

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**Your Nervous System**

1. Brain
2. Spinal Cord
3. Nerves

- System sends messages through your body.
- How does the nervous system work?
- How do nerves conduct information from your 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.

**Introduce the Comprehension Strategy**
Develops key concepts, vocabulary, and oral language; focuses on a single comprehension strategy for each theme.

**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.
Assess and Evaluate Student Growth

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

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

Fluency Scoring Guide

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.

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 so smoothly that the listener does not notice them.

3
- There is some expressiveness in the reading.
- There is an attempt to match the rate to the kind of text being read.
- The reader may over-exaggerate tone in an attempt to be dramatic.
- The reader is so focused on print that the audience may be forgotten.
- Pauses are focused on word recognition rather than emphasis of meaning.

1
- 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 repeats of words.
- Time is taken to look at pictures to construct meaning.

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.
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).

**Understand the Big Idea**
Develops understanding of essential core content with strong visual support.

**Take a Closer Look**
Explores the “big idea” by looking closely at a specific topic and examining it in more detail.
Make Connections
Students apply what they have learned to new contexts.

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
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.

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

**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.

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

Available in English and Spanish

Grades K–3+ **Windows on Literacy**

Grades 3–8+ **Reading Expeditions**