hmhco.com

HMH

On Our Way to English®

Grades K–5

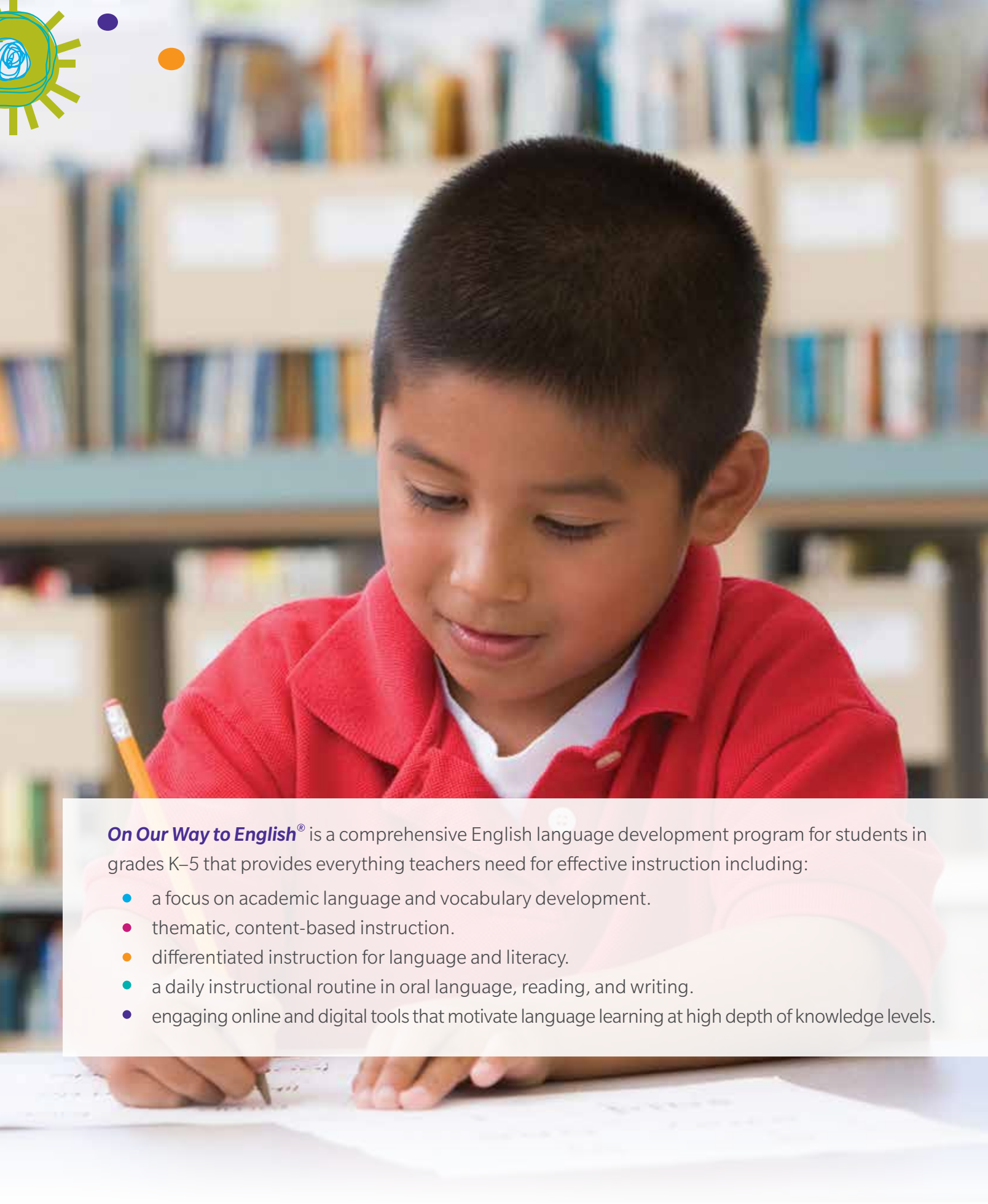
program **OVERVIEW**

On Our Way to English®

"We're concerned about our English learners who need support for concepts and language that enable them to be successful throughout their school day."

the **CHALLENGE**

Teachers of English learners everywhere continually hope and plan to turn the tide for their students. Finding the right program that supports them in bringing their wide range of English learners to higher levels of language proficiency will be an essential part of the solution.



On Our Way to English® is a comprehensive English language development program for students in grades K–5 that provides everything teachers need for effective instruction including:

- a focus on academic language and vocabulary development.
- thematic, content-based instruction.
- differentiated instruction for language and literacy.
- a daily instructional routine in oral language, reading, and writing.
- engaging online and digital tools that motivate language learning at high depth of knowledge levels.

Your **STUDENTS** will **TAKE FLIGHT**

A PROVEN SOLUTION

On Our Way to English is committed to bringing rich, culturally relevant language learning to every English learner. Engaging visuals, relevant topics, and meaningful activities connect English learning with the content needed for academic success.

- Instruction is designed to challenge students to reach new heights through rigorous content specifically written to foster success across listening, speaking, reading, and writing.
- Built upon the latest research, ***On Our Way to English*** presents language learners with enhanced writing instruction, foundational skills, embedded speaking and listening activities, and a myriad of text interaction opportunities that will bring them to the next level of language development.
- Content area connections to science and social studies strengthen both English learning and standards-based expectations.

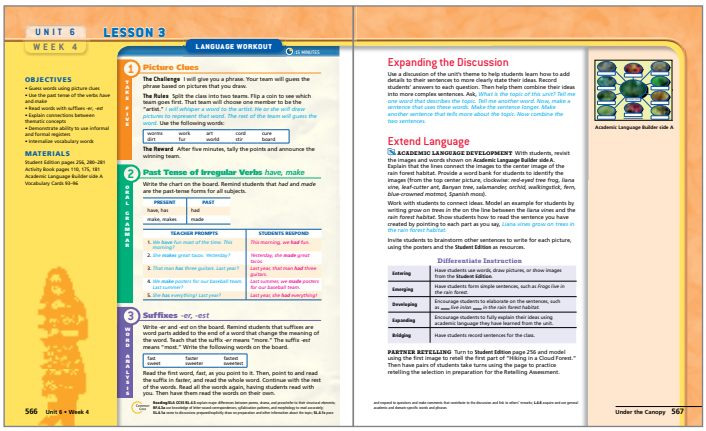
"I'm in fourth grade, but I still have a hard time understanding what I read in all my subjects. It would be great if I could learn English in ways that connect to my other lessons."

A DUAL CHALLENGE

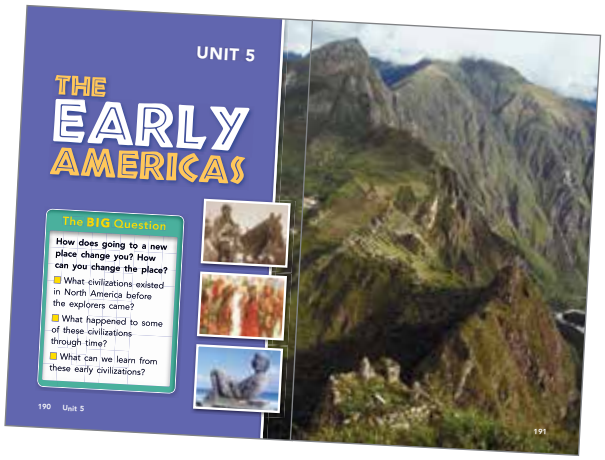
- Acquiring English while at the same time mastering the content of instruction in today's era of rigor!

FOUR KEY LEARNING PILLARS* plus professional services prepare teachers for advancing English learning and increasing academic success.

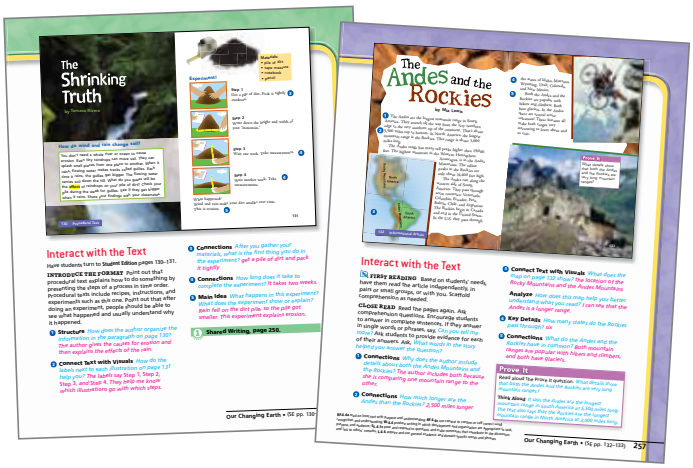
1 LANGUAGE **Development**



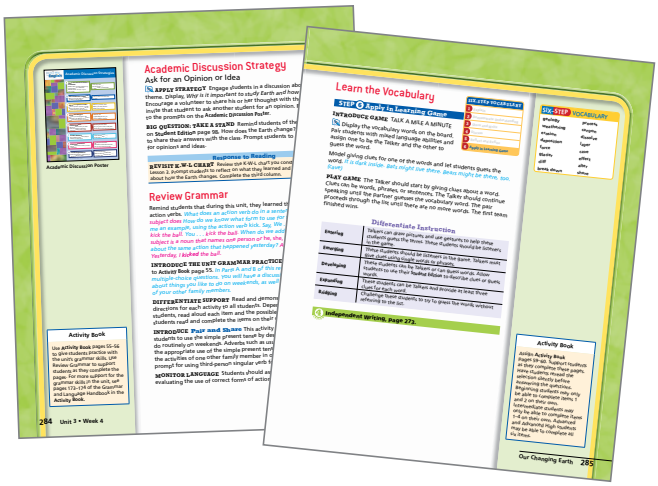
2 ENGAGING **Complex Text**



3 TEACHING ENGLISH AS A **Meaning-Making Process**



4 MEANINGFUL **Grammar Instruction**



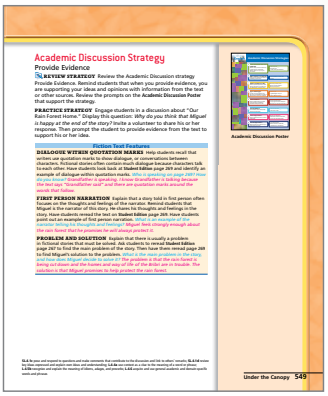
***LYDIA STACK,**

co-author of ***On Our Way to English***, developed the Four Key Learning Pillars concept to assist young learners with English language proficiency and fluency.

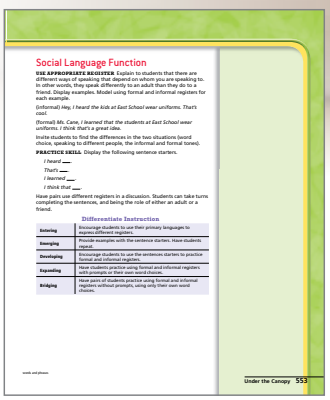
Build **LANGUAGE** that Impacts **ACADEMIC SUCCESS**

Grow the communication skills that English learners need across the curriculum by focusing on **language development** applied to listening, speaking, reading, and writing:

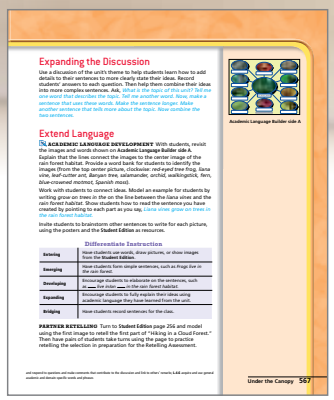
- Discussion groups target the language skills needed for academic dialogue with peers and teachers.
- Fun, fast-paced Language Workouts move students to proficiency with key language skills.
- Rich opportunities for students to interact with academic language support growth in subject area disciplines.
- Explicit vocabulary instruction utilizes Marzano's 6-Step Strategy for general academic and domain-specific vocabulary.



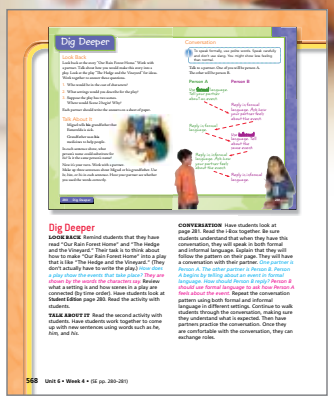
Academic Discussion Strategy



Social Language Function



Expanding the Discussion

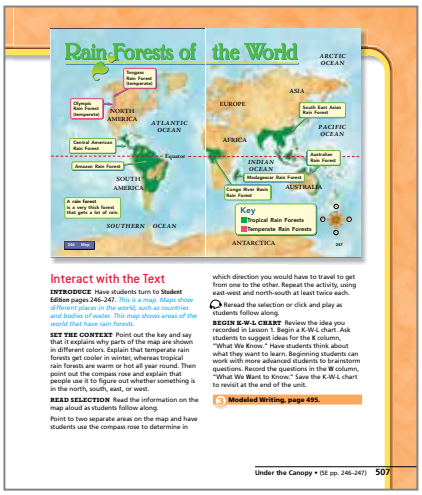


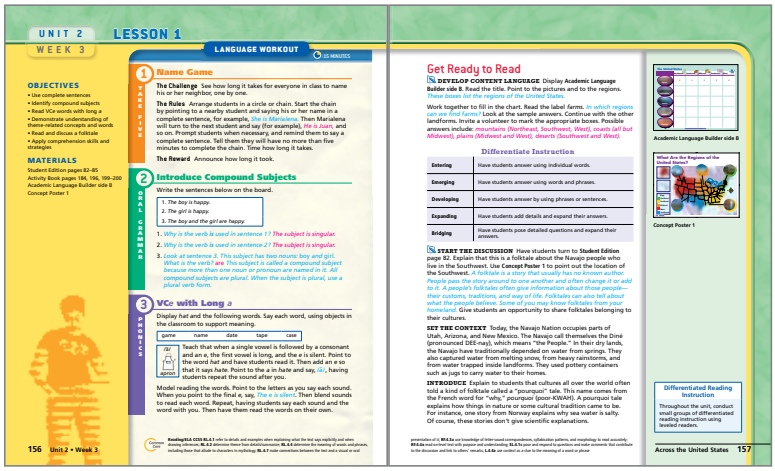
Digging Deeper

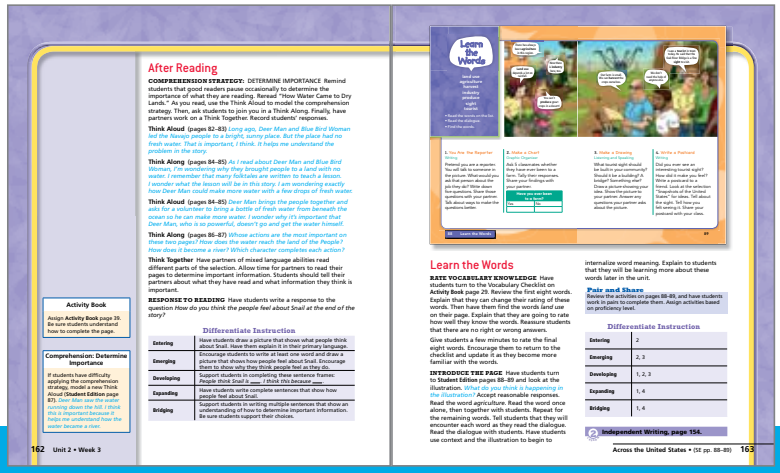
ENGAGING Complex Text and Content **SUPPORT SUCCESS** with Today's Standards

Use of **complex, engaging grade-level text** with connections to real world content is essential for learning English. Students are actively engaged through a blend of relevant literary and informational texts:

- Reading instruction and strategic scaffolding support engagement and success with complex text.
- Informational readings support science and social studies topics, reinforcing these content areas.
- Strategies for reading text, visuals, charts, and diagrams and interpreting complex sentences and vocabulary are routine in every lesson.
- Scaffolded writing instruction focuses on language patterns and text structure, while building student confidence and independence.
- Structured speaking and listening activities provide opportunities for extended academic discourse around compelling texts.



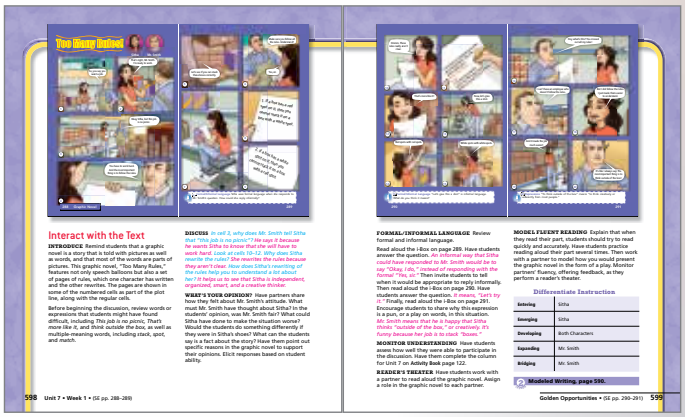


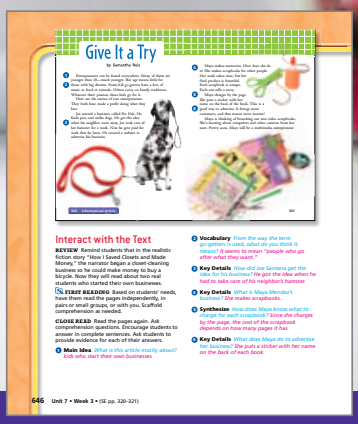


Teaching English as a **MEANING-MAKING PROCESS**

Students learn to use English as a **meaning-making** process through analysis and choice of language:

- Variety of text types mean students experience and respond to rich language everyday.
- Multiple practice activities across listening, speaking, reading, and writing enable students to become independent users of English.
- Scaffolded instruction.
- A variety of genres, teamwork sections, and scaffolded writing instruction focuses on language choice, while providing active and authentic practice.



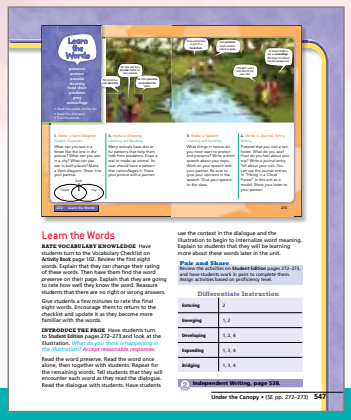


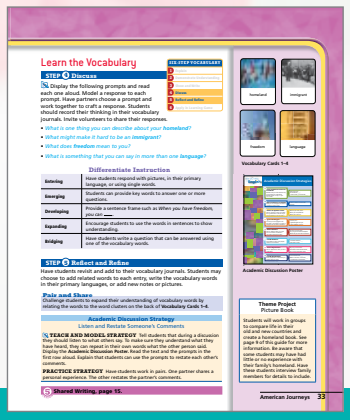
4

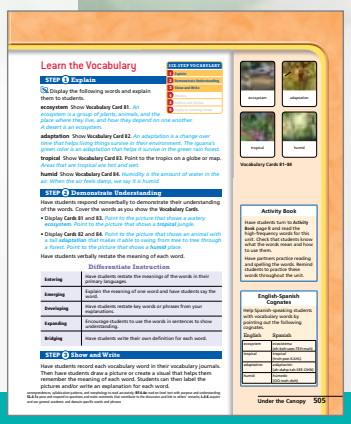
Meaningful
GRAMMAR INSTRUCTION

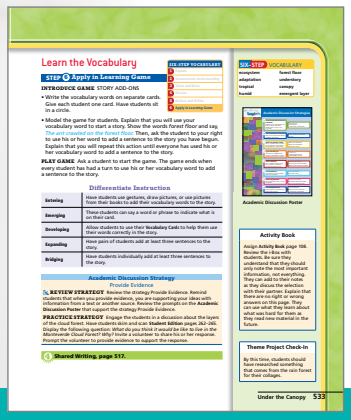
An **expanded notion of grammar** with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts:

- Grammar in Context lessons teach and model skills, provide practice, and then allow students to apply what they have learned orally, and in writing.
- Guided instruction helps students develop and improve specific language and grammar skills.
- Daily Language Workouts target and build oral language, grammar, phonics, vocabulary, and conversational skills.
- Active practice activities in Student Activity Books help students build skills while also evaluating their own understanding and learning.









Professional Services

Our mission is to **ADVANCE YOURS**

When you choose ***On Our Way to English***, teachers receive not only a comprehensive, research-based program, but also quality professional learning, all from one trusted source. Our experts help schools and districts initiate and sustain ***On Our Way to English*** implementation in order to get the most out of your program and content.

A Strong Start

The ***Getting Started with On Our Way to English*** course provides you with an understanding of the program components, resources, planning, differentiation, and tools to engage students with technology.

Support the acquisition of language for all English learners with HMH Coaching

Our Team and Individual Coaching will ensure English learner teachers are confident and prepared to deliver rigorous instruction that supports all levels of learners in language acquisition.

If you are focused on EL student access to language acquisition, increasing student engagement, providing differentiated instruction to all learners, our program experts are ready to work side by side with you and your teams.

An HMH Coach supports teachers, because we are teachers. We will help ensure every EL student has the opportunity to acquire academic English through meaningful, standards-based language instruction.

ACCESSIBLE, ENGAGING CONTENT
for English Learners

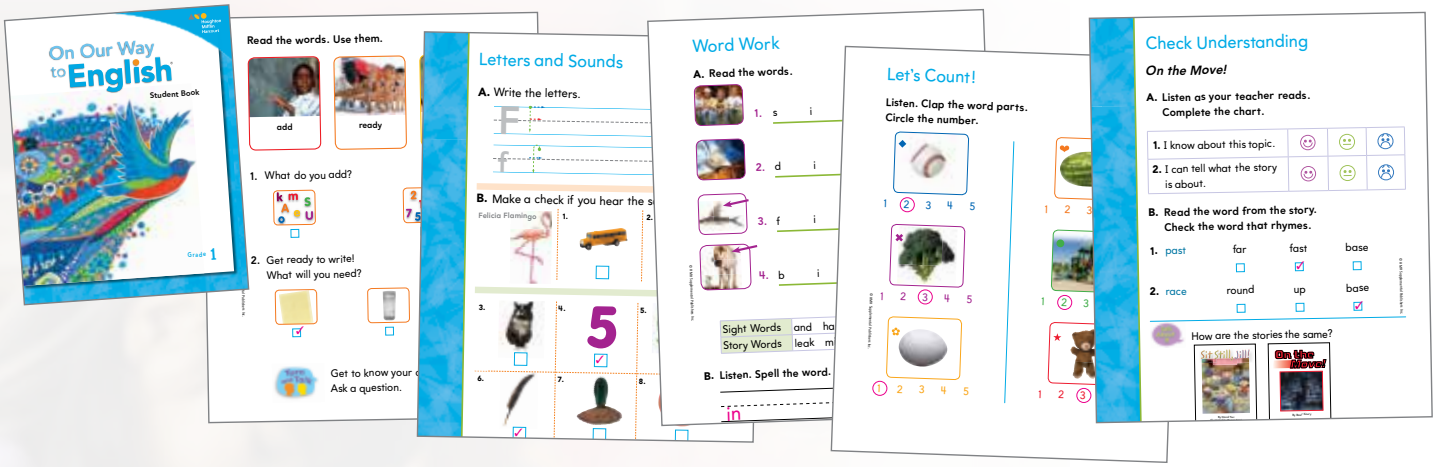
Engaging materials help build English learners' academic English through listening, speaking, reading, and writing skills. Comprehensive teacher materials provide strategic scaffolding and support along with easy planning tools for targeted instruction.

SEAMLESS TRANSITION BETWEEN PRINT & DIGITAL

ACTIVE LEARNING through Engaging Materials

STUDENT BOOKS*

Grades K–2 | Available in Print and Digital | Consumable | Four Color

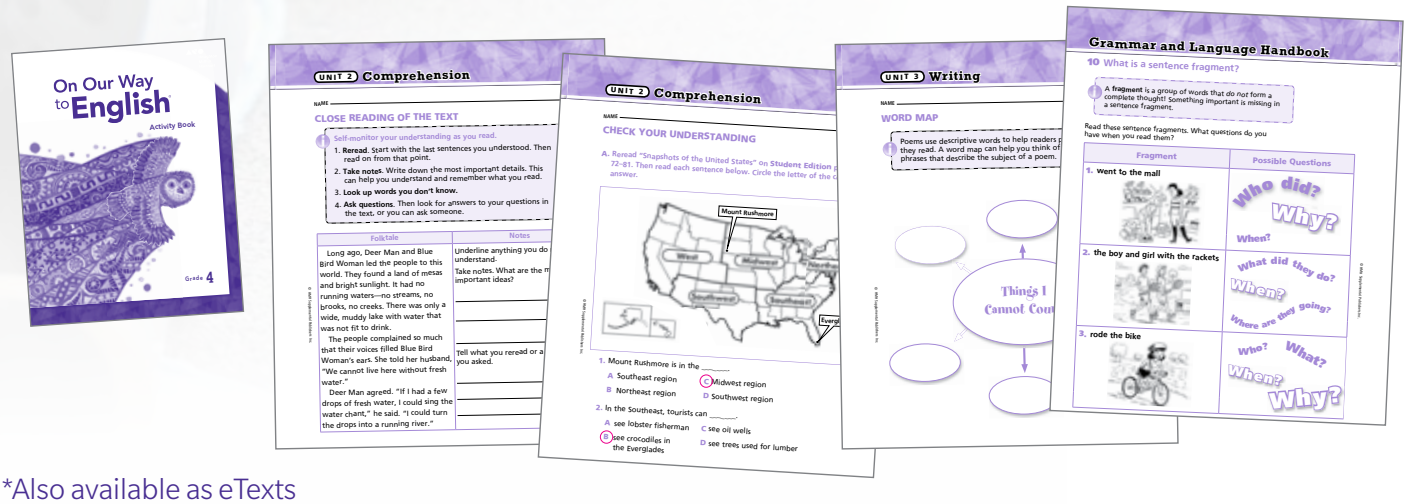


STUDENT EDITIONS*

Grades 3–5 | Available in Print and Digital | Nonconsumable

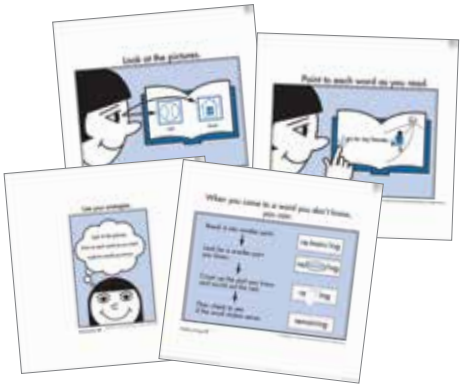
ACTIVITY BOOKS*

Grades 3–5 | Available in Print | Consumable



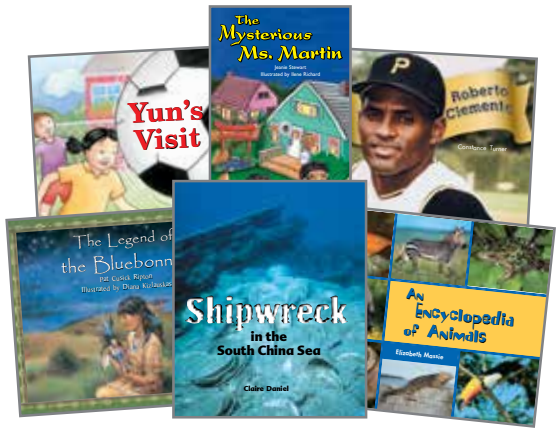
*Also available as eTexts

MOTIVATING Resources

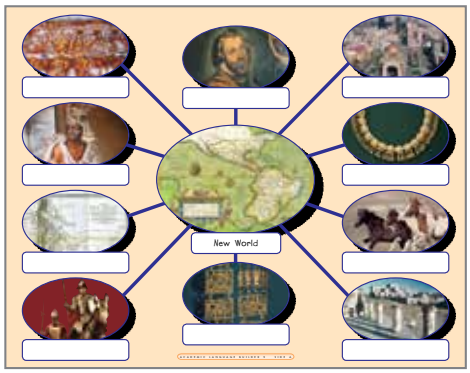


Reading Strategy Cards

Online Newcomer Books**

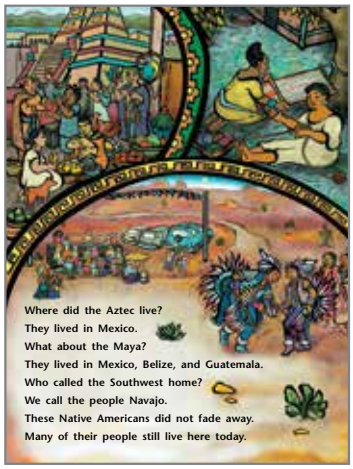


Online Leveled Readers**



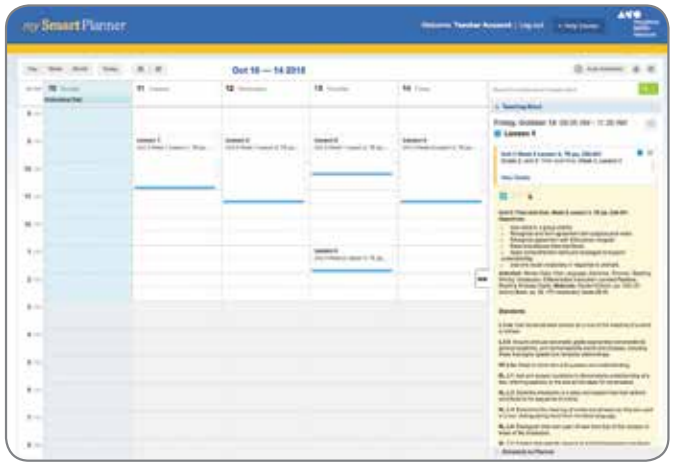
Online Academic Language Builders

Online Concept Posters



Online Chant Posters

Digital Vocabulary Cards



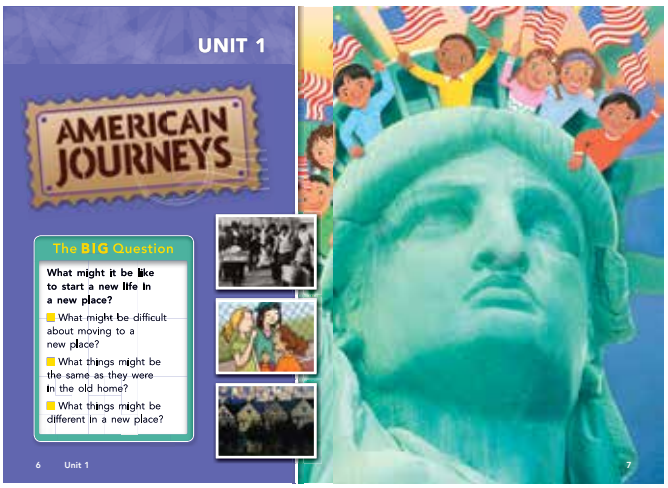
Online Teacher's Edition Planner

AVAILABLE IN DIGITAL FORMAT

**Available through the *HMH Readers* app

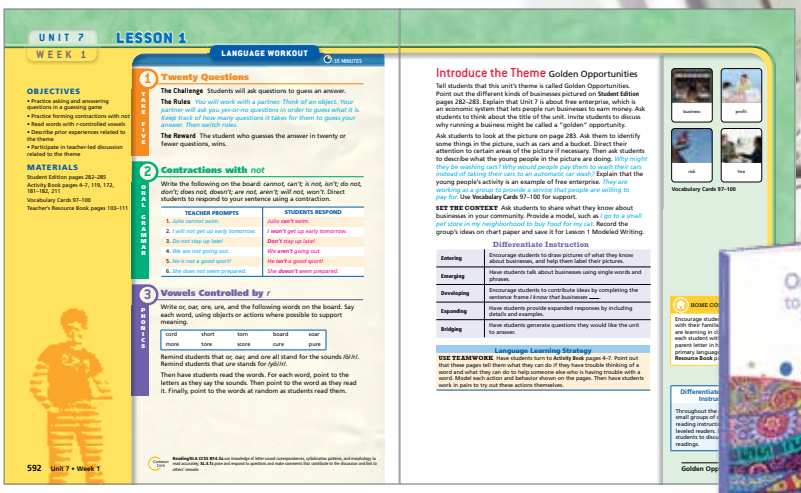
EFFECTIVE Teacher Materials

PRINT AND DIGITAL RESOURCES THAT PROVIDE COMPLETE INSTRUCTIONAL SUPPORT



Instruction organized around Unit Topics builds deep knowledge of language and content

Weekly lesson plans map out an engaging, integrated approach

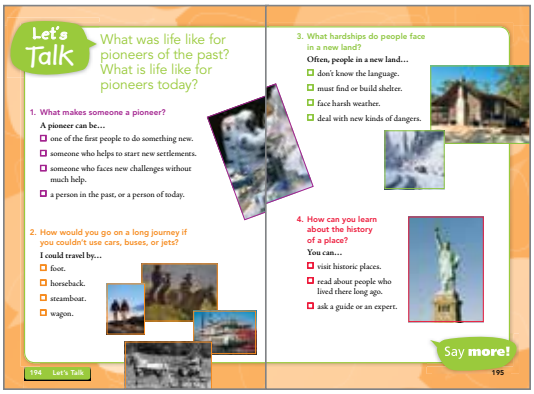


Daily lesson format supports effective delivery

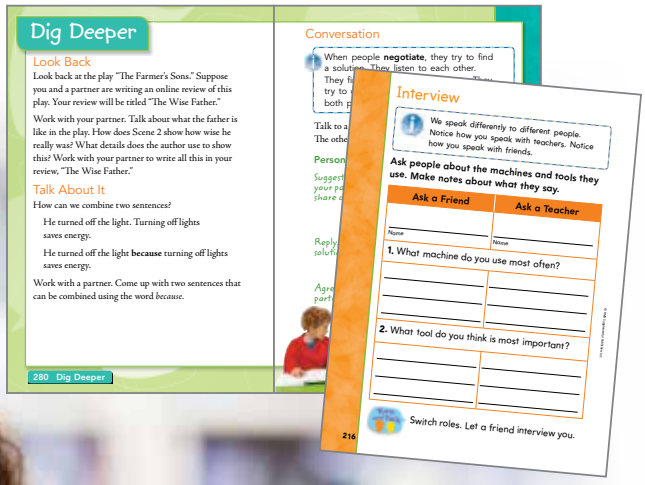
TARGETED INSTRUCTION Advances English Learners to the Next Level

LET'S TALK
brings students into the conversation

RELEVANT LIFE EXPERIENCES
keep the conversation going



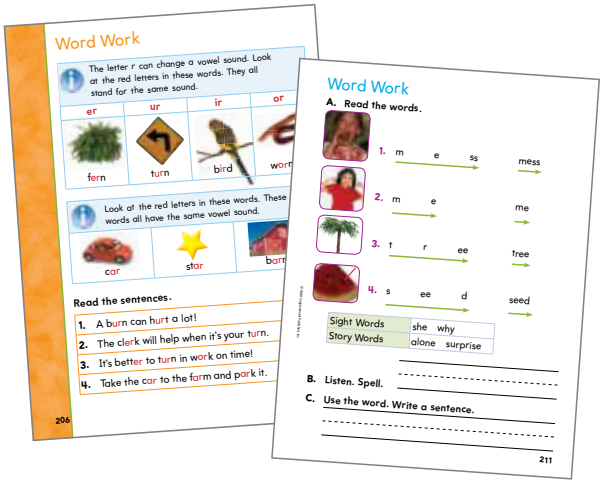
CONVERSATIONAL MODELS
take language to a new level



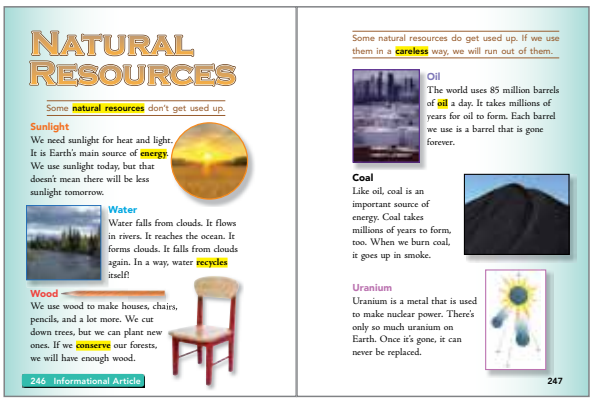
ACTIVE LISTENING AND SPEAKING

FOUNDATIONAL SKILLS
build the road to success

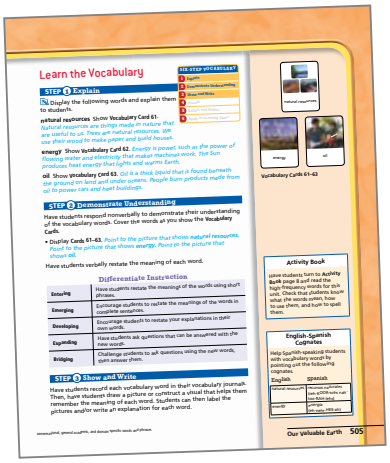
WORD WORK
empowers ELs with language



EXPLICIT VOCABULARY INSTRUCTION
for general academic and domain-specific



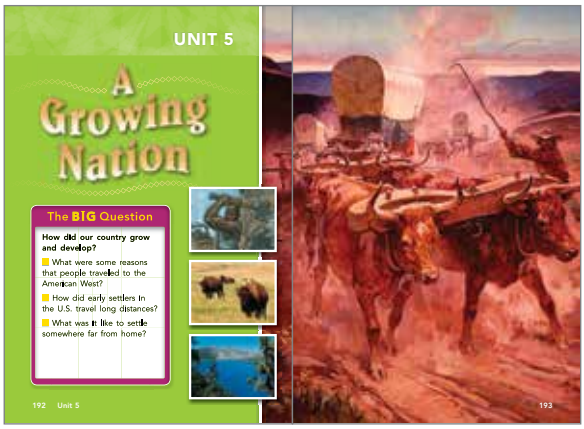
MARZANO'S 6-STEP APPROACH
develops rich academic language



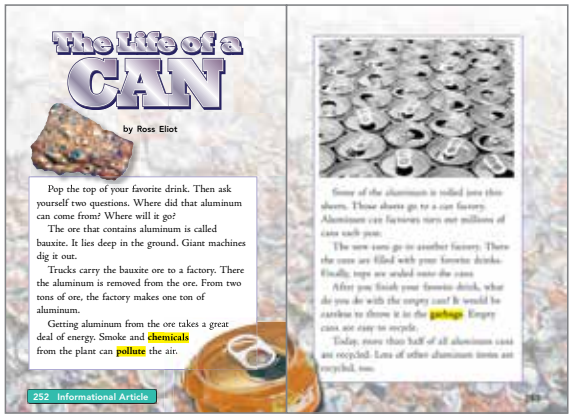
IMPROVE ACADEMIC ENGLISH
through Enhanced Instruction

RIGOROUS READING INSTRUCTION

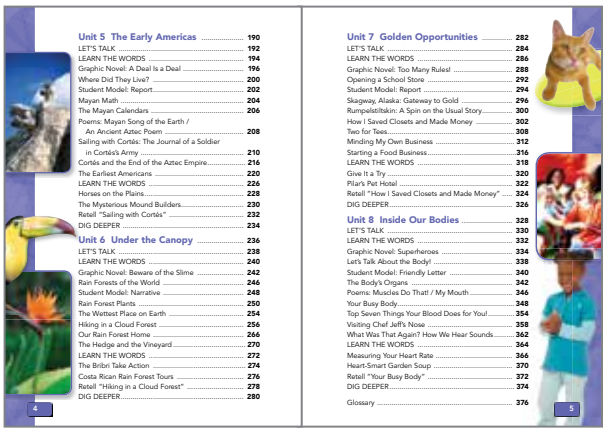
CONTENT AREA CONNECTIONS
Science and Social studies themes



APPROPRIATELY COMPLEX
text specifically written for English learners



STUDENTS ACTIVELY ENGAGE
through a blend of literary and informational texts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Opening a School Store 292
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4
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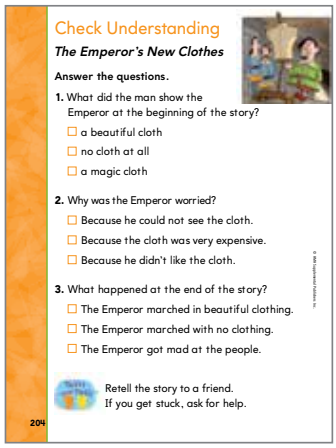
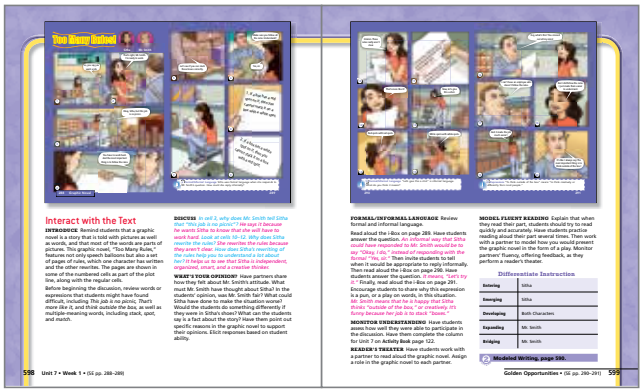
CHECK UNDERSTANDING
as students interact with the text

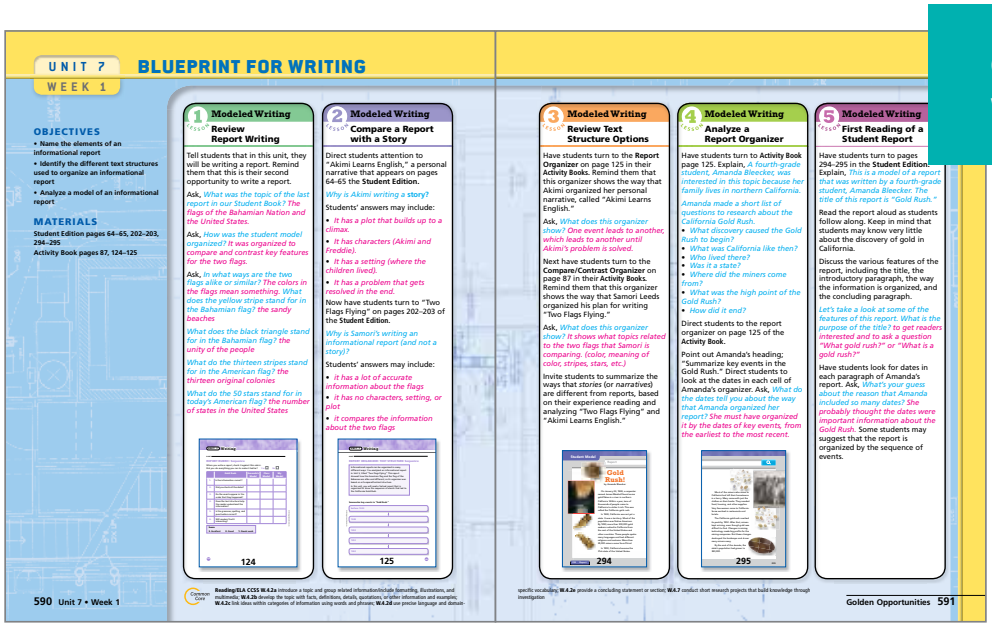


STUDENTS DEFEND ARGUMENTS
through citing text evidence



SCAFFOLDED WRITING INSTRUCTION
that builds independence

COMPREHENSIVE WRITING DEVELOPMENT



UNIT 7 WEEK 1 — BLUEPRINT FOR WRITING

OBJECTIVES
- Name the elements of an informational report
- Identify the different text structures used to organize an informational report
- Analyze a model of an informational report

MATERIALS
Student Edition pages 64–65, 202–203, 294–295
Activity Book pages 87, 124–125

1 Modeled Writing — Review Report Writing
Tell students that in this unit, they will be writing a report. Remind them that this is their second opportunity to write a report.
Ask, *What was the topic of the last report in our Student Book? The flags of the Bahamian Nation and the United States.*
Ask, *How was the student model organized? It was organized to compare and contrast key features for the two flags.*
Ask, *In what ways are the two flags alike or similar? The colors in the flags mean something. What does the yellow stripe stand for in the Bahamian flag? the sandy beaches*
What does the black triangle stand for in the Bahamian flag? the unity of the people
What do the thirteen stripes stand for in the American flag? the thirteen original colonies
What do the 50 stars stand for in today's American flag? the number of states in the United States

2 Modeled Writing — Compare a Report with a Story
Direct students attention to "Akimi Learns English," a personal narrative that appears on pages 64–65 the **Student Edition.**
Why is Akimi writing a story?
Students' answers may include:
- *It has a plot that builds up to a climax.*
- *It has characters (Akimi and Freddie).*
- *It has a setting (where the children lived).*
- *It has a problem that gets resolved in the end.*

Now have students turn to "Two Flags Flying" on pages 202–203 of the **Student Edition.**
Why is Samori's writing an informational report (and not a story)?
Students' answers may include:
- *It has a lot of accurate information about the flags*
- *It has no characters, setting, or plot*
- *It compares the information about the two flags*

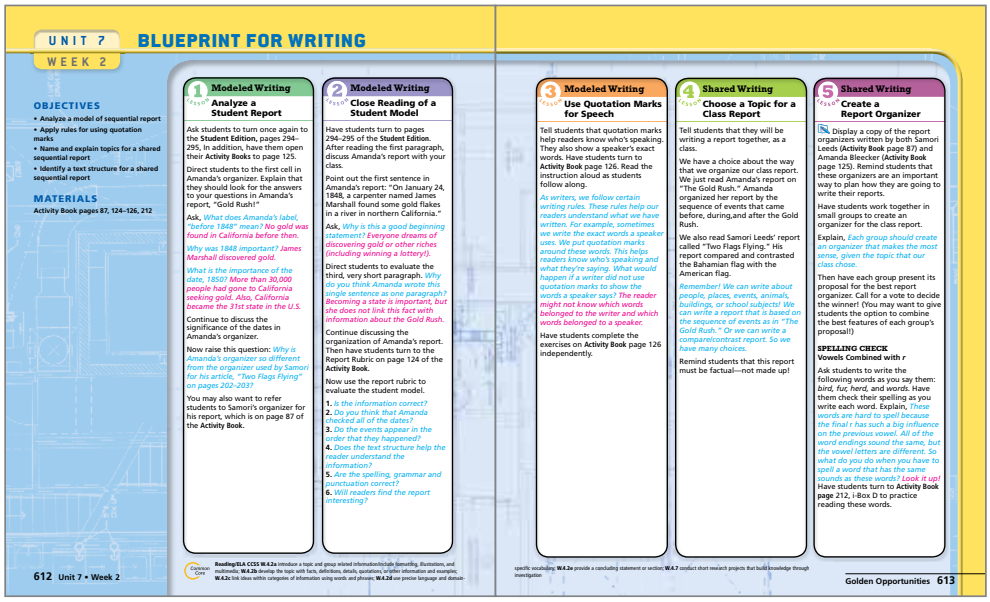
3 Modeled Writing — Review Text Structure Options
Have students turn to the **Report Organizer** on page 125 in their **Activity Books.** Remind them that this organizer shows the way that Akimi organized her personal narrative, called "Akimi Learns English."
Ask, *What does this organizer show? One event leads to another, which leads to another until Akimi's problem is solved.*
Next have students turn to the **Compare/Contrast Organizer** on page 87 in their **Activity Books.** Remind them that this organizer shows the way that Samori Leeds organized his plan for writing "Two Flags Flying."
Ask, *What does this organizer show? It shows what topics related to the two flags that Samori is comparing. (color, meaning of color, stripes, stars, etc.)*
Invite students to summarize the ways that stories (or narratives) are different from reports, based on their experience reading and analyzing "Two Flags Flying" and "Akimi Learns English."

4 Modeled Writing — Analyze a Report Organizer
Have students turn to **Activity Book** page 125. Explain, *A fourth-grade student, Amanda Bleecker, was interested in this topic because her family lives in northern California.*
Amanda made a short list of questions to research about the California Gold Rush.
- *What discovery caused the Gold Rush to begin?*
- *What was California like then?*
- *Who lived there?*
- *Was it a state?*
- *Where did the miners come from?*
- *What was the high point of the Gold Rush?*
- *How did it end?*

Direct students to the report organizer on page 125 of the **Activity Book.**
Point out Amanda's heading: "Summarize key events in the Gold Rush." Direct students to look at the dates in each cell of Amanda's organizer. Ask, *What do the dates tell you about the way that Amanda organized her report? She must have organized it by the dates of key events, from the earliest to the most recent.*

5 Modeled Writing — First Reading of a Student Report
Have students turn to pages 294–295 in the **Student Edition.** Explain, *This is a model of a report that was written by a fourth-grade student, Amanda Bleecker. The title of this report is "Gold Rush."*
Read the report aloud as students follow along. Keep in mind that students may know very little about the discovery of gold in California.
Discuss the various features of the report, including the title, the introductory paragraph, the way the information is organized, and the concluding paragraph.
Let's take a look at some of the features of this report. What is the purpose of the title? to get readers interested and to ask a question "What gold rush?" or "What is a gold rush?"
Have students look for dates in each paragraph of Amanda's report. Ask, *What's your guess about the reason that Amanda included so many dates? She probably thought the dates were important information about the Gold Rush.* Some students may suggest that the report is organized by the sequence of events.

590 Unit 7 • Week 1 — Golden Opportunities 591



UNIT 7 WEEK 2 — BLUEPRINT FOR WRITING

OBJECTIVES
- Analyze a model of sequential report
- Apply rules for using quotation marks
- Name and explain topics for a shared sequential report
- Identify a text structure for a shared sequential report

MATERIALS
Activity Book pages 87, 124–126, 212

1 Modeled Writing — Analyze a Student Report
Ask students to turn once again to the **Student Edition,** pages 294–295, in addition, have them open their **Activity Books** to page 125.
Direct students to the first cell in Amanda's organizer. Explain that they should look for the answers to your questions in Amanda's report, "Gold Rush!"
Ask, *What does Amanda's label, "before 1848" mean? No gold was found in California before then.*
Why was 1848 important? James Marshall discovered gold.
What is the importance of the date, 1850? More than 30,000 people had gone to California seeking gold. Also, California became the 31st state in the U.S.
Continue to discuss the significance of the dates in Amanda's organizer.
Now raise this question: *Why is Amanda's organizer so different from the organizer used by Samori for his article, "Two Flags Flying" on pages 202–203?*
You may also want to refer students to Samori's organizer for his report, which is on page 87 of the **Activity Book.**

2 Modeled Writing — Close Reading of a Student Model
Have students turn to pages 294–295 of the **Student Edition.** After reading the first paragraph, discuss Amanda's report with your class.
Point out the first sentence in Amanda's report: "On January 24, 1848, a carpenter named James Marshall found some gold flakes in a river in northern California."
Ask, *Why is this a good beginning statement? Everyone dreams of discovering gold or other riches (including winning a lottery).*
Direct students to evaluate the third, very short paragraph. *Why do you think Amanda wrote this single sentence as one paragraph? Becoming a state is important, but she does not link this fact with information about the Gold Rush.*
Continue discussing the organization of Amanda's report. Then have students turn to the Report Rubric on page 124 of the **Activity Book.**
Now use the report rubric to evaluate the student model.
1. *Is the information correct?*
2. *Do you think that Amanda checked all of the dates?*
3. *Do the events appear in the order that they happened?*
4. *Does the text structure help the reader understand the information?*
5. *Are the spelling, grammar and punctuation correct?*
6. *Will readers find the report interesting?*

3 Modeled Writing — Use Quotation Marks for Speech
Tell students that quotation marks help readers know who's speaking. They also show a speaker's exact words. Have students turn to **Activity Book** page 126. Read the instruction aloud as students follow along.
As writers, we follow certain writing rules. These rules help our readers understand what we have written. For example, sometimes we write the exact words a speaker uses. We put quotation marks around these words. This helps readers know who's speaking and what they're saying. What would happen if a writer did not use quotation marks to show the words a speaker says? The reader might not know which words belonged to the writer and which words belonged to a speaker.
Have students complete the exercises on **Activity Book** page 126 independently.

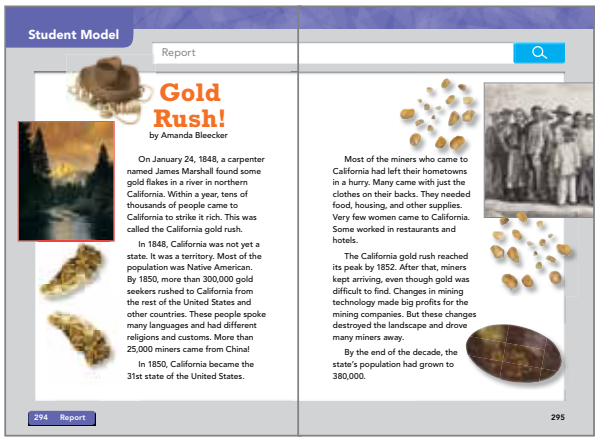
4 Shared Writing — Choose a Topic for a Class Report
Tell students that they will be writing a report together, as a class.
We have a choice about the way that we organize our class report. We just read Amanda's report on "The Gold Rush." Amanda organized her report by the sequence of events that came before, during,and after the Gold Rush.
We also read Samori Leeds' report called "Two Flags Flying." His report compared and contrasted the Bahamian flag with the American flag.
Remember! We can write about people, places, events, animals, buildings, or school subjects! We can write a report that is based on the sequence of events as in "The Gold Rush." Or we can write a compare/contrast report. So we have many choices.
Remind students that this report must be factual—not made up!

5 Shared Writing — Create a Report Organizer
Display a copy of the report organizers written by both Samori Leeds (**Activity Book** page 87) and Amanda Bleecker (**Activity Book** page 125). Remind students that these organizers are an important way to plan how they are going to write their reports.
Have students work together in small groups to create an organizer for the class report.
Explain, *Each group should create an organizer that makes the most sense, given the topic that our class chose.*
Then have each group present its proposal for the best report organizer. Call for a vote to decide the winner! (You may want to give students the option to combine the best features of each group's proposal!)

SPELLING CHECK
Vowels Combined with *r*
Ask students to write the following words as you say them: *bird, fur, herd,* and *words.* Have them check their spelling as you write each word. Explain, *These words are hard to spell because the final r has such a big influence on the previous vowel. All of the word endings sound the same, but the vowel letters are different. So what do you do when you have to spell a word that has the same sounds as these words? Look it up!*
Have students turn to **Activity Book page** 212, i-Box D to practice reading these words.

612 Unit 7 • Week 2 — Golden Opportunities 613

CLEAR STUDENT WRITING MODELS
build written language skills



Student Model

Report

Gold Rush!
by Amanda Bleecker

On January 24, 1848, a carpenter named James Marshall found some gold flakes in a river in northern California. Within a year, tens of thousands of people came to California to strike it rich. This was called the California gold rush.

In 1848, California was not yet a state. It was a territory. Most of the population was Native American. By 1850, more than 300,000 gold seekers rushed to California from the rest of the United States and other countries. These people spoke many languages and had different religions and customs. More than 25,000 miners came from China!

In 1850, California became the 31st state of the United States.

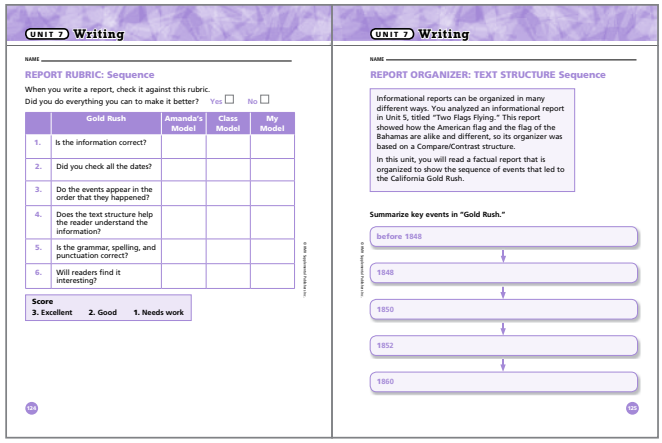
Most of the miners who came to California had left their hometowns in a hurry. Many came with just the clothes on their backs. They needed food, housing, and other supplies. Very few women came to California. Some worked in restaurants and hotels.

The California gold rush reached its peak by 1852. After that, miners kept arriving, even though gold was difficult to find. Changes in mining technology made big profits for the mining companies. But these changes destroyed the landscape and drove many miners away.

By the end of the decade, the state's population had grown to 380,000.

294 Report — 295

WRITING THAT PREPARES STUDENTS
for today's high stakes assessments



UNIT 7 Writing

NAME _____

REPORT RUBRIC: Sequence
When you write a report, check it against this rubric.
Did you do everything you can to make it better? Yes ☐ No ☐

	Gold Rush	Amanda's Model	Class Model	My Model
1.	Is the information correct?			
2.	Did you check all the dates?			
3.	Do the events appear in the order that they happened?			
4.	Does the text structure help the reader understand the information?			
5.	Is the grammar, spelling, and punctuation correct?			
6.	Will readers find it interesting?			

Score
3. Excellent 2. Good 1. Needs work

124

UNIT 7 Writing

NAME _____

REPORT ORGANIZER: TEXT STRUCTURE Sequence

Informational reports can be organized in many different ways. You analyzed an informational report in Unit 5, titled "Two Flags Flying." This report showed how the American flag and the flag of the Bahamas are alike and different, so its organizer was based on a Compare/Contrast structure.

In this unit, you will read a factual report that is organized to show the sequence of events that led to the California Gold Rush.

Summarize key events in "Gold Rush."

before 1848
↓
1848
↓
1850
↓
1852
↓
1860

125

INSTRUCTIONAL SUPPORT for Success

DIFFERENTIATED INSTRUCTION
for a variety of proficiency levels

Entering	Have students respond with pictures, in their primary language, or using single words.
Emerging	Students can provide key words to answer one or more questions.
Developing	Encourage students to respond using a sentence frame, such as *A business I find interesting is* ____.
Expanding	Encourage students to elaborate answers with details.
Bridging	Have students write their own question using one of the vocabulary words.

Differentiated Reading Instruction

Throughout the unit, conduct small groups of differentiated reading instruction using leveled readers.

INCREASE STUDENT GROWTH WHILE MEETING INDIVIDUAL NEEDS

LANGUAGE LEARNING STRATEGY PROMPTS
provide students with tactics they can use to grow their confidence.

Language Learning Strategy

ASKING FOR HELP WITH WORDS When students don't know a word, they can ask a friend for help. Model the strategy.

Model *Can you help me? What is that?* Point to an eraser. Invite students to provide the word *eraser*. Encourage students to ask for help with understanding words/phrases or naming objects using English words. Have students read **Activity Book** page 4.

NOTE TO TEACHERS calls out additional support to aid in students' understanding.

NOTE TO TEACHERS

For English learners, replacing nouns with pronouns can be challenging, particularly for students whose home languages (including Spanish) do not always require either a *noun* or a *pronoun subject*.

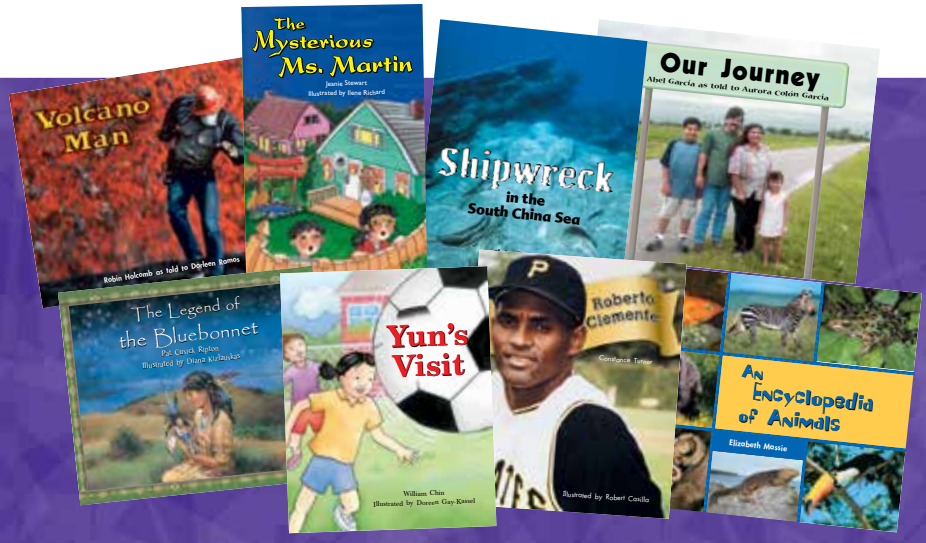
LANGUAGE SUPPORTS and TEACHER PROMPTS
introduce concepts and provide aid to students for building language foundations.

WORDS AND CONCEPTS	SUPPORT
cold and snowy	Shiver for *cold*. Point to snow on **Chant Poster 1**.
hot and rains a lot	Fan face for *hot*. Motion with fingers for *rains*.
farms	Point to farm on **Chant Poster 1**.
deserts of sand	Point to desert on **Chant Poster 1**.
mountains so grand	Point to mountains on **Chant Poster 1**. Open arms wide for *grand*.

TEACHER PROMPTS	STUDENTS RESPOND
1. *The mountain is amazing.*	***It** is amazing.*
2. *My grandmother is a good swimmer.*	***She** is a good swimmer.*
3. *Maria is a great student.*	***She** is a great student.*
4. *My dad is a lot of fun!*	***He** is a lot of fun!*
5. *Mrs. Shen is my teacher.*	***She** is my teacher.*
6. *The amusement park is fantastic.*	***It** is fantastic.*

ONLINE LEVELED READERS

- Considerate of language and literacy levels
- Unique leveling system accounts for language demands in text
- Comprehensible input
- 224 online leveled readers with instruction
- Leveled Reader app



ASSESSMENTS

THE ASSESSMENT HANDBOOK provides step-by-step instructions, rubrics, and checklists to guide teachers through ***On Our Way to English*** assessment program in three sections:

1. **BEGINNING OF THE YEAR**
2. **THROUGHOUT THE YEAR**
3. **END OF YEAR**

THE ASSESSMENT HANDBOOK INCLUDES:

ASSESSMENT CALENDAR | outlines the year's assessment in an easy-to-use format.

Yearly Assessment Calendar

Use the following calendar to help you plan for the assessments you will conduct with your students throughout the year.

Assessment Tool	Grades	Location	Area(s) Assessed: Oral Language Development	Area(s) Assessed: Literacy	Area(s) Assessed: Content	Beginning of the Year	Throughout the Year	End of the Year
Pre- and Post- Retelling; Oral Language Rubric	K–5	Thematic Teacher's Edition	•			First two weeks		Last month of school
Reading Checklists	K–5	Assessment Handbook pp. 38, 40, 42, 44		•		First two weeks	Once each grading period	Last month of school
Reading Strategy Checklists	K–5	Assessment Handbook: pp. 39, 41, 43, 45		•		First two weeks	Weekly in guided reading	Last month of school
Oral Reading Record	K–5	Assessment Handbook: p. 54	•	•		First month	Every 4–6 weeks	Last month of school
Language and Literacy Profile	K–5	Assessment Handbook: p. 59	•	•		First month	About once a month	Last month of school
Comprehension Assessment Checklist	K–5	Assessment Handbook: p. 37		•		First month	Every 4–6 weeks	Last month of school
Letter Recognition and and Formation Records	K–1 and newcomers in 2–5	Assessment Handbook: pp. 61–62		•		First month	Every 4–6 weeks, only as needed	Last month as needed
Writing Rubric; Writing Evaluation Form; Writing Assessment Summary Sheet	K–5	Assessment Handbook: pp. 63–66		•		First month	Once a month with each Thematic Unit	With Thematic Unit 8
Progress Tests	K–5	Progress Tests	•	•	•		Once a month with each Thematic Unit	With Thematic Unit 8
Unit Assessment; Thematic Unit Assessment Summary Sheet	K–5	Progress Tests; Assessment Handbook: p. 60	•	•	•		Once a month with each Thematic Unit	With Thematic Unit 8
Benchmark Tests	K–5; 2–5	Progress Tests	•	•	•		After Units 3 and 6	After Unit 8
Summative Tests	K–5; 2–5	Progress Tests	•	•	•		After Units 3 and 6	After Unit 8
Open-Ended Oral Language Assessment	K–5	Thematic Teacher's Edition	•		•		Once a month, at end of each Thematic Unit	With Thematic Unit 8
Blackline Masters	1–5	Teacher's Resource Book	•	•	•		Throughout the Thematic Unit	With Thematic Unit 8
Reading Fluency Assessment	K–5 (Advanced and Advanced High only)	Assessment Handbook: pp. 46–47	•	•			Every 4–6 weeks	Last month of school
Phonics Assessment Summary Sheet	K–5	Assessment Handbook: p. 67	•				Each week	Last week of school
Online Assessment/ ExamView®Assessment Suite CD-ROM; Standardized Test Practice	K–5; 2–5	ThinkCentral; Activity Books	•	•	•		After Units 3 and 6	After Unit 8

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4 Yearly Assessment Calendar

READING, READING STRATEGY, AND COMPREHENSION ASSESSMENT CHECKLISTS | provide teachers with the tools needed to access their students' proficiency level at the beginning of the year.

ORAL LANGUAGE AND WRITING RUBRICS | help teachers establish baseline information about the student's oral and writing level while measuring their growth throughout the year.

PHONICS ASSESSMENTS | evaluate if steady progress was made in phonics over the year.

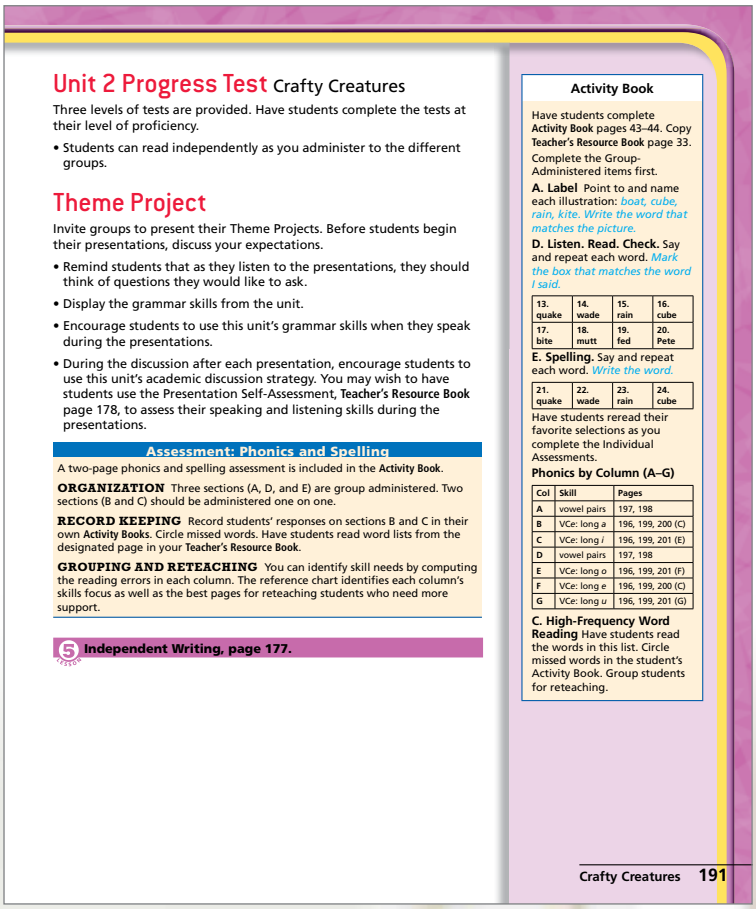
SELF-ASSESSMENTS | determine a student's comfort level with independent writing and the degree of teacher support needed.

READING FLUENCY ASSESSMENTS | determine reading fluency within an EL reading level through instruction for shared reading, leveled reading, and read-alouds.

UNIT ASSESSMENTS AND OPEN-ENDED ORAL LANGUAGE ASSESSMENTS | challenge students' ability to apply the concepts at the end of each unit and assess the student's development in the areas of:

- Fluency
- Content area knowledge
- Social language functions
- Academic discussion strategies
- Retelling
- Oral language development over time

REPORTS ON THE TEACHER DASHBOARD | show results of student assessments and easily track class performance.



Unit 2 Progress Test Crafty Creatures

Three levels of tests are provided. Have students complete the tests at their level of proficiency.

- Students can read independently as you administer to the different groups.

Theme Project

Invite groups to present their Theme Projects. Before students begin their presentations, discuss your expectations.

- Remind students that as they listen to the presentations, they should think of questions they would like to ask.
- Display the grammar skills from the unit.
- Encourage students to use this unit's grammar skills when they speak during the presentations.
- During the discussion after each presentation, encourage students to use this unit's academic discussion strategy. You may wish to have students use the Presentation Self-Assessment, **Teacher's Resource Book** page 178, to assess their speaking and listening skills during the presentations.

Assessment: Phonics and Spelling

A two-page phonics and spelling assessment is included in the **Activity Book**.

ORGANIZATION Three sections (A, D, and E) are group administered. Two sections (B and C) should be administered one on one.

RECORD KEEPING Record students' responses on sections B and C in their own **Activity Books**. Circle missed words. Have students read word lists from the designated page in your **Teacher's Resource Book**.

GROUPING AND RETEACHING You can identify skill needs by computing the reading errors in each column. The reference chart identifies each column's skills focus as well as the best pages for reteaching students who need more support.

5 Independent Writing, page 177.

Activity Book

Have students complete **Activity Book** pages 43–44. Copy **Teacher's Resource Book** page 33.

Complete the Group-Administered items first.

A. Label Point to and name each illustration: *boat, cube, rain, kite. Write the word that matches the picture.*

D. Listen. Read. Check. Say and repeat each word. *Mark the box that matches the word I said.*

13. quake	14. wade	15. rain	16. cube
17. bite	18. mutt	19. fed	20. Pete

E. Spelling. Say and repeat each word. *Write the word.*

21. quake	22. wade	23. rain	24. cube

Have students reread their favorite selections as you complete the Individual Assessments.

Phonics by Column (A–G)

Col	Skill	Pages
A	vowel pairs	197, 198
B	VCe: long *a*	196, 199, 200 (C)
C	VCe: long *i*	196, 199, 201 (E)
D	vowel pairs	197, 198
E	VCe: long *o*	196, 199, 201 (F)
F	VCe: long *e*	196, 199, 200 (C)
G	VCe: long *u*	196, 199, 201 (G)

C. High-Frequency Word Reading Have students read the words in this list. Circle missed words in the student's Activity Book. Group students for reteaching.

Crafty Creatures 191

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Fill in the required information and click : Register

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