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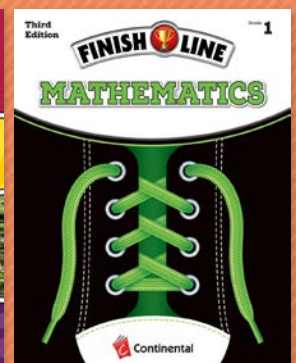
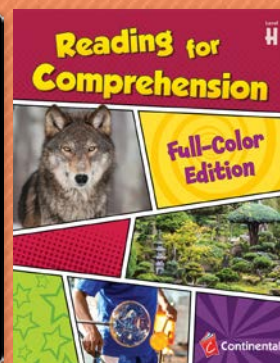
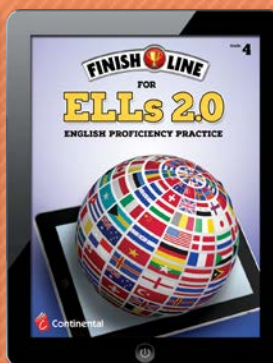
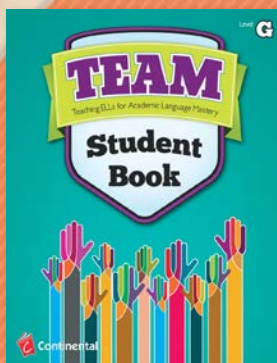


## 2021 K-12 CATALOG

Seedling Early Literacy  
ESL/ELD  
Standards Instruction  
Reading & Language Arts  
Mathematics  
Teacher & Parent Resources  
eBooks for In-School  
& Distance Learning

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Offer!**

Details on page 1.



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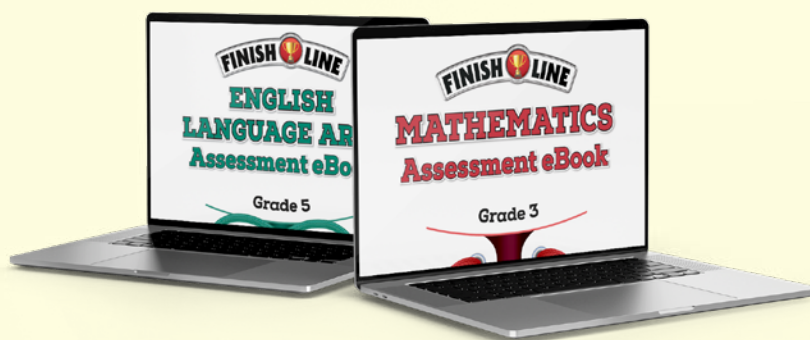
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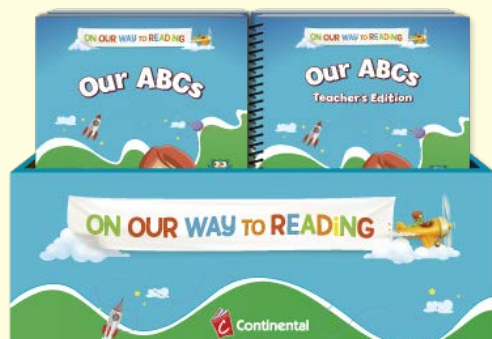
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# Finish Line English Language Arts Assessment Interactive eBooks

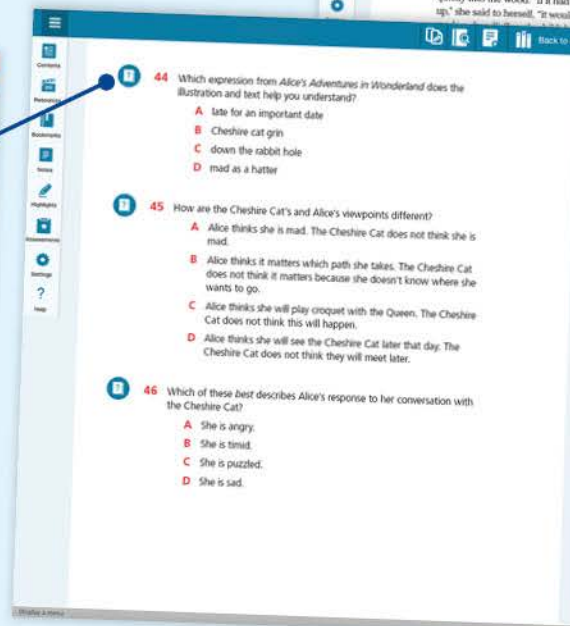
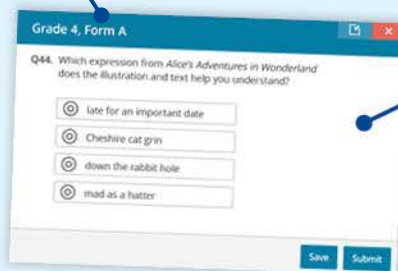


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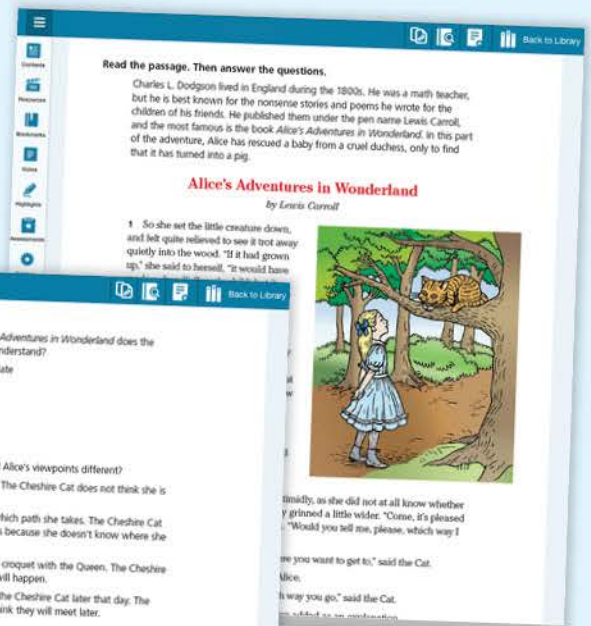
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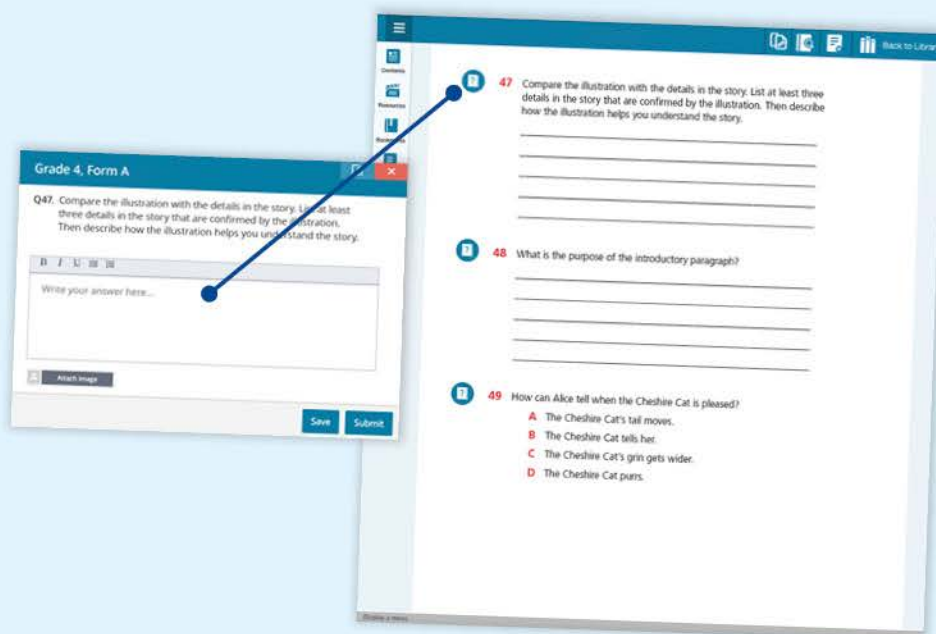
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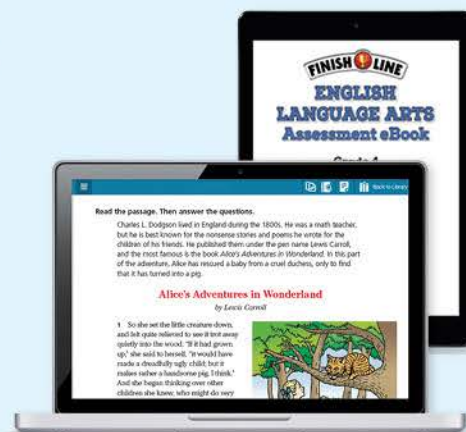
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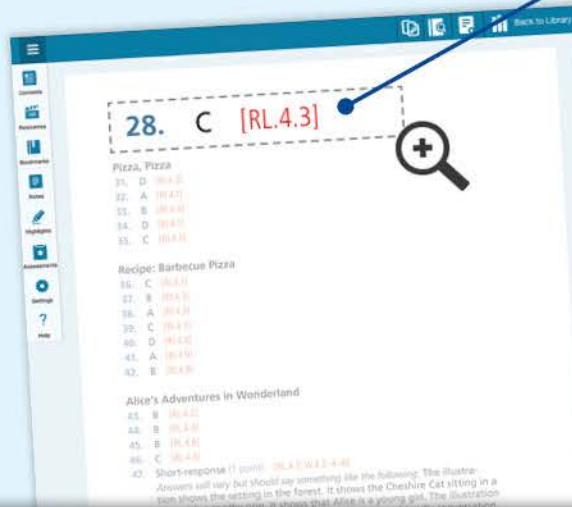
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### Designed for Your Curriculum

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### Components—See pages 6–9.

- Student books, printed and eBooks
- Student answer booklets, printed
- Annotated teacher's editions, printed and eBooks

## Student Books

Lesson format:

**Part #1, Introduction:** Review of the skills and concepts

**Part #2, Focused Instruction:** Passage followed by leading questions to develop strategies

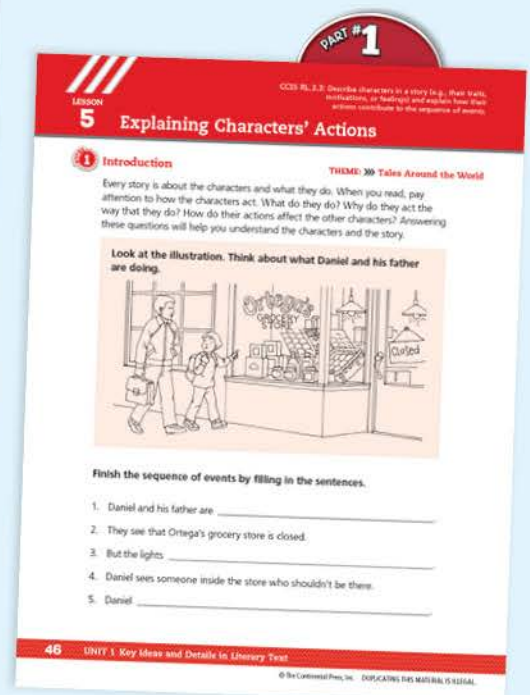
**Part #3, Guided Practice:** Passages with text-dependent questions and learning support

**Part #4, Independent Practice:** Skill application with item types on state tests

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300+ pages written to the  
Common Core ELA Standards

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Rigorous, authentic text

Leading questions



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**2 Focused Instruction** Lesson 5

Read the first part of the story. Then answer the questions.

### The Smiling Rabbit

a Mexican folktale

- There once lived a very poor old woman and a very poor old man. These two did not have much, but they did have a jaguar and a rabbit. One day they grew very, very hungry. They decided they were going to have to make rabbit stew, because they did not have anything else. Well, the rabbit was not about to be made into stew! So he called the jaguar over. The jaguar came over smiling, and said, "You are going to be stew, rabbit!"
- "No," said the rabbit, "they are boiling water to make hot chocolate! Yum! If you rest quietly in my cage, you might get some chocolate. But if I stay in here, I will get the chocolate!"
- The jaguar could not stand it, so he opened the rabbit's cage and let himself inside. The rabbit stepped out, "I will go get the owners," the rabbit said. The jaguar waited patiently, but the rabbit did not come back.

**Think About It**

What actions does the rabbit take in the story? Look for details that tell what the rabbit says and does.

First, the rabbit calls \_\_\_\_\_.

Then he tells the jaguar their owners are making \_\_\_\_\_.

Next, the rabbit \_\_\_\_\_.

He tells the jaguar he will get the owners but \_\_\_\_\_.

The actions the rabbit takes show that he is \_\_\_\_\_.

**A CLOSER LOOK**

How does the author describe the rabbit? Underline a sentence in paragraph 5 that tells what the author thinks about the rabbit and his actions.

What is the same about all of the rabbit's actions?

What does the rabbit do each time he talks to the jaguar?

**A** He tricks him.  
**B** He asks for help.  
**C** He offers him a treat.  
**D** He gets him into trouble.

**DISCUSS IT**

What kind of characters are the rabbit and the jaguar? What do their actions tell you about their personalities? Discuss these questions with another student.

48 UNIT 1 Key Ideas and Details in Literary Text

Close reading work

Hints and reminders

**3 Guided Practice** Lesson 5

Read the poem. Then answer the questions.

### The City Mouse and the Country Mouse

by Jean de La Fontaine

- A City Mouse, with wags polite,
- A Country Mouse invited
- To sup with him and spend the night.
- Said Country Mouse: "De-lighted!"
- In truth it proved a royal treat.
- With everything that's good to eat.
- Alas! When they had just begun
- To gobble their dinner,
- A knock was heard that made them run.
- The City Mouse seemed thinner.
- And as they scampered and turned tail,
- He saw the Country Mouse grow pale.
- The knocking ceased. A false alarm!
- The City Mouse grew braver.
- "Come back!" he cried. "No, no! The farm.
- Where I'll not quake or quaver.
- Suits me," replied the Country Mouse.
- "You're welcome to your city house."

**A CLOSER LOOK**

What do the City Mouse and the Country Mouse do in this poem? Circle details in the poem that show their actions.

Where are Country Mouse and City Mouse eating dinner?

1 What does City Mouse do at the beginning of the poem?

**A** He visits the Country Mouse in the country.  
**B** He invites the Country Mouse to his city house.  
**C** He scamper outside with the Country Mouse.  
**D** He is curious about who is at the door.

**What does the poet say about the dinner?**

**2** Why is the Country Mouse delighted to visit the City Mouse?

**3 Part A**

How do the Country Mouse and City Mouse feel when they hear a knock?

**A** They are afraid.  
**B** They are hungry.  
**C** They are curious.  
**D** They are delighted.

**Part B**

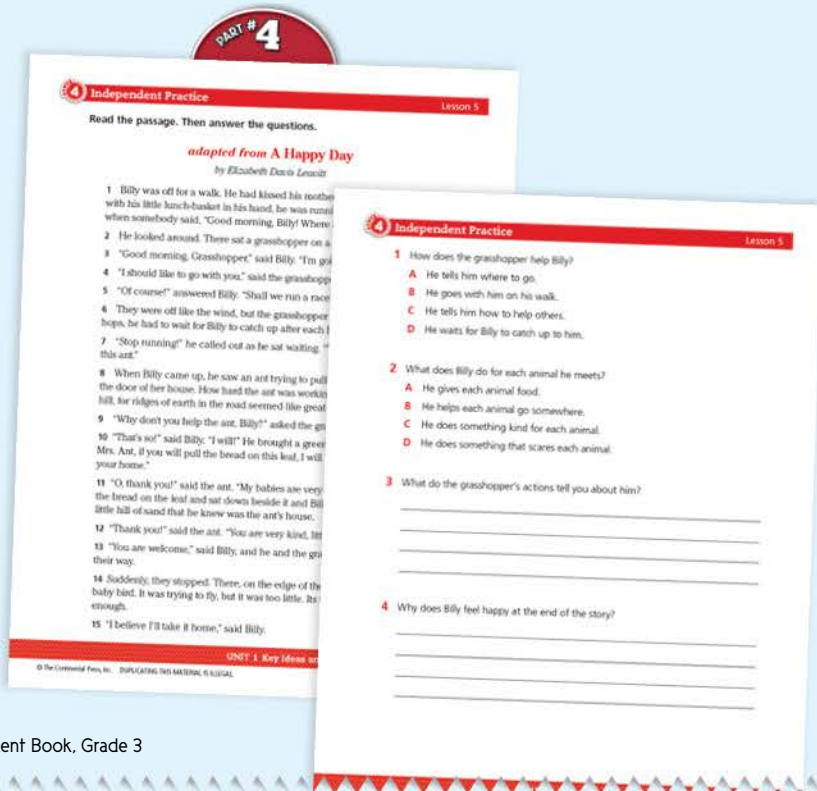
What line from the poem best supports the answer to Part A?

**A** "Said Country Mouse: 'De-lighted!'"  
**B** "A knock was heard that made them run."  
**C** "The City Mouse seemed thinner."  
**D** "Suits me," replied the Country Mouse."

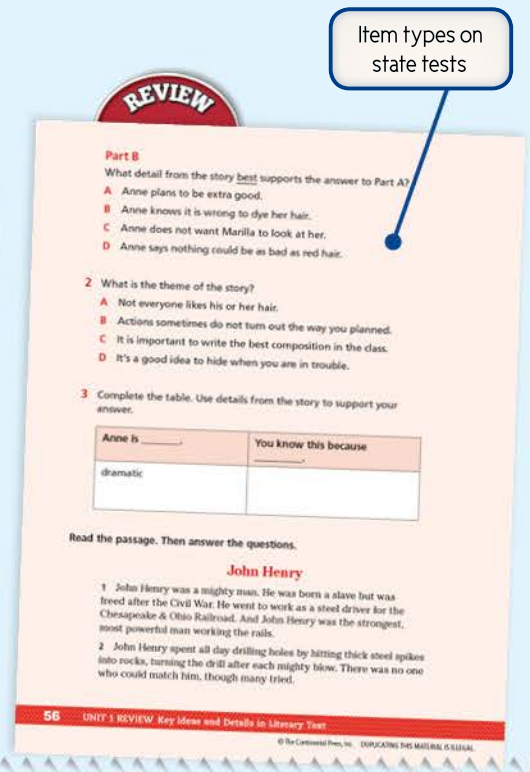
**4** Why does the Country Mouse decide to go home at the end of the poem?

**What does the Country Mouse say about his own home?**

50 UNIT 1 Key Ideas and Details in Literary Text



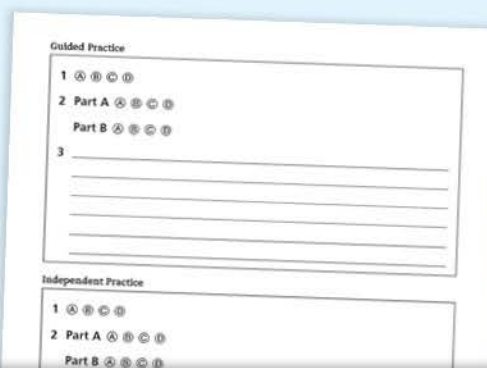
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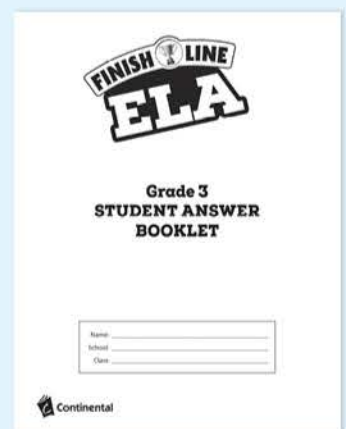
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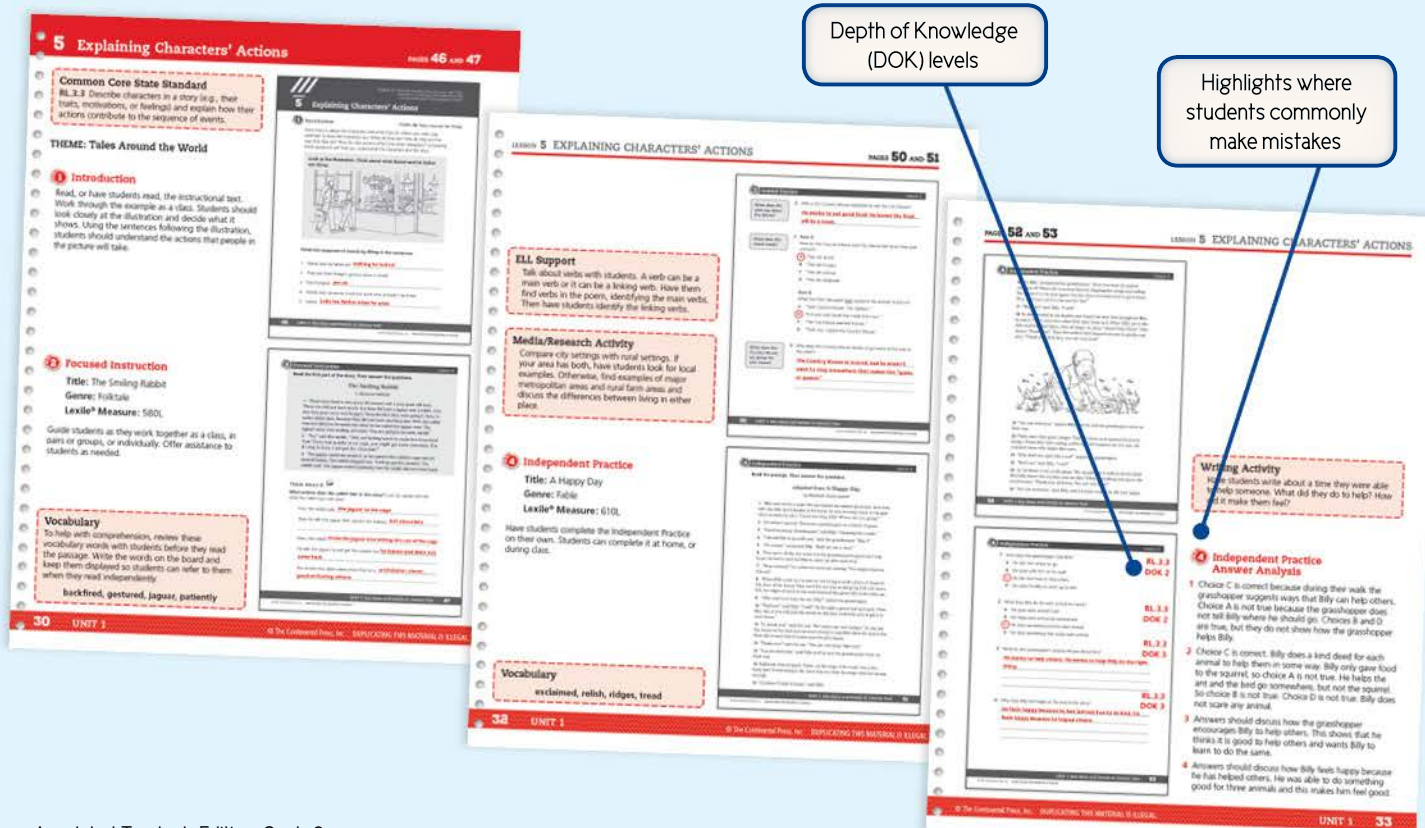
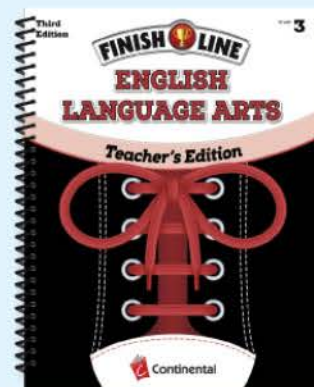


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**Components—See pages 10–13.**

- Student books, printed and eBooks
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- Annotated teacher's editions, printed and eBooks

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Lesson format:

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## Part #2, Guided Practice: Sample passages and questions with learning support

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eBooks are available. [See features.](#)

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Written to the Common  
Core ELA Standards

Content vocabulary

PART #1

L.16-18

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Vocabulary  
discipline  
enforcing

Identifying Connections

RI.5.8

When you read for information, you know you are reading facts—or do you? If an author doesn't offer evidence for the points she is making, you may not be reading facts at all. You may be reading the author's opinion.

What's the difference? A **fact** is a statement that can be proven. An **opinion** is what you have the author or someone else, thinks and feels about a subject. **Judgmental** words like *best* or *worst* can show that someone is expressing an opinion, not a fact. So can generalizations that use words like *everyone*, *nobody*, *always*, or *never*.

In some texts, such as newspaper editorials, Internet blogs, and critical reviews of books, movies, or restaurants, you know the author is expressing opinions that support the purpose of persuading readers to his point of view. But does he support his opinions with reasons? If not, you're reading a **rant**, not an editorial.

As you read, pay attention to the points the author makes. Are facts backed up with evidence? Facts from a firsthand source, such as an eyewitness, are usually more accurate than secondhand information. Does the source know what she's talking about? Is she an expert, or is she just "speaking off"? Are you reading complete information, or is the author leaving out facts that don't support his opinion? Is the information up-to-date, or are you reading old "facts" that time has turned into fiction? Does the author clearly take one side of an argument even though she pretends to be fair and balanced in her opinions? Asking yourself questions like these when you read for information will help you separate fact from fantasy—and maybe learn from lies!

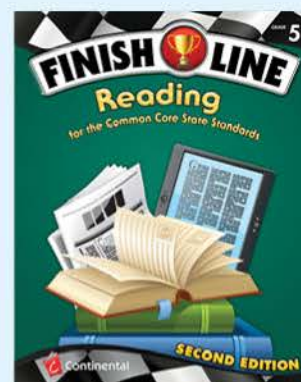
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UNIT 4

Integration of Knowledge and Ideas

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Sample passages with answer explanations

## PART #2

### Guided Practice

Read the passage. Then answer the questions.

**Jane's Page**  
*News and Musings About the Environment*

by Jane Page

Do you believe that trees should be a product of nature? I do! That's why I'm worried about the genetically altered eucalyptus trees that are soon to be planted in our country.

A company called ArborGen has developed the new trees for three large paper companies. In May 2010, they got approval from the United States Department of Agriculture to do test plantings. Up to 250,000 trees will be planted in sites in seven states, covering about 300 acres.

Eucalyptus trees are native to Australia. They grow fast and produce pulp that is perfect for making paper. But they require a hot climate. ArborGen has altered the genes of eucalyptus so that they can survive in freezing temperatures. The company claims that their trees can help preserve forests by producing more wood in less space. The government says they're safe for the environment. However, not enough testing has been done to support either claim.

Eucalyptus trees are not native to the United States. In other cases where non-native species have been introduced, they have caused environmental disasters. The mongoose, for example, has all but wiped out native birds in Hawaii. The zebra mussel has clogged drainpipes and polluted lakes and rivers over much of our country. And every Southerner knows what happened after the kudzu vine was introduced in the 1870s.

In parts of California, natural eucalyptus trees were introduced in the 1850s. They have crowded out native oak forests, wiping out animal species that need oaks for food and habitat. They took up huge amounts of water that is needed for drinking and farming. Their leaves and litter contain oils that easily spread fires. The destructive Oakland Hills fire of 1991 was largely fueled by eucalyptus trees.

Which of these ideas from paragraph 3 is an opinion?

- A Eucalyptus wood is just right for making paper.
- B Not enough testing has been done on the altered trees.
- C The government says the altered trees are safe for the environment.
- D ArborGen has altered eucalyptus genes so that they can survive freezing temperatures.

What's "enough"? You can assume that some testing has been done, or the Department of Agriculture wouldn't have approved the trees. With some research, you could confirm that eucalyptus wood is ideal for making paper. You could find the government's report on the test results, and altering the genes so that they could survive in cold temperatures was the very point of the project. Some experts have said that the tests were adequate. Others might believe that no amount of testing would be "enough." Choice B is the correct answer.

What are two reasons Jane Page uses to support her argument? What evidence does the offer to support each reason?

---



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Jane has solid reasons for her opinions. Here is one way to answer the question:

She says that introducing new species to an environment is a bad idea. As evidence, she mentions species that have caused environmental disasters, like the mongoose and the zebra mussel. She says that eucalyptus trees harm the environment. Her evidence is that they have crowded out native oak trees in California and contain an oil that can cause forest fires.

## PART #3

### Test Yourself

Read the passage. Then answer the questions.

Dear Editor,

I'm a fifth grader at Moody Elementary School. I would like to nominate my teacher, Mr. Patrick Barnes, for your newspaper's Teacher of the Year award.

Mr. Barnes came into our classroom at the end of November. Until then, we had had a series of substitutes since the start of school. None of them stayed longer than two weeks. Kids can't learn anything without a full-time teacher.

Mr. Barnes took control of our class right away. He made it clear that discipline would be tough but fair. He posted his rules and started enforcing them the first day. Anyone who broke a rule more than once quickly learned that he meant what he said. The noise level in the classroom dropped to almost nothing. That made it easier to learn.

Mr. Barnes also showed that he cared about us. He knew everyone's name by the second day. He was always willing to spend time with us as individuals. He quickly noticed that math was my worst subject. He took me aside and talked to me about the problem I was having. He directed me to a website that he thought would help me understand it better. When I told him we didn't have a computer at home, he made sure I was able to use one in the library. My math scores started improving right away. When I got an "A" at the end of the semester, he wrote "Good for you!" on my report sheet.

We worked hard in his class, but we had fun, too. When we were studying history, we had a class debate on the Boston Tea Party. Mr. Barnes offered extra credit to anyone who came dressed in a costume from the Revolutionary War period. Even a homemade wig and a hat counted. He also told us stories about his army service in the Iraq War. That was to help us understand something about a soldier's life. I think Mr. Barnes was a real hero.

discipline  
trained condition of  
order and obedience

enforcing  
causing to be followed

Then there was "Culture Day" March 12. Some kids in our class came from other countries. A few of them still hadn't learned English very well. Mr. Barnes made everyone feel like they belonged. He had us all talk a little about where we came from and bring some special food to share. Those of us who were born here in the USA celebrated our own family's culture, too. It made everyone feel special about being American and being ourselves, too.

Even our parents and the other teachers think Mr. Barnes is special. I know there are a lot of fine teachers in our city, but I bet there's none better than Mr. Barnes. I think he is well deserving of your Teacher of the Year award.

Sincerely,  
Luke

1 What is the main point of Luke's argument?

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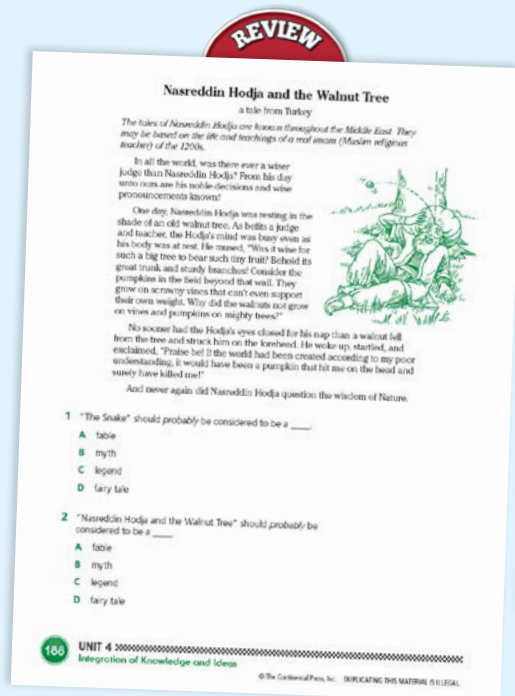
2 What are three reasons Luke gives in support of his argument, and the evidence for each?

Reason A: \_\_\_\_\_

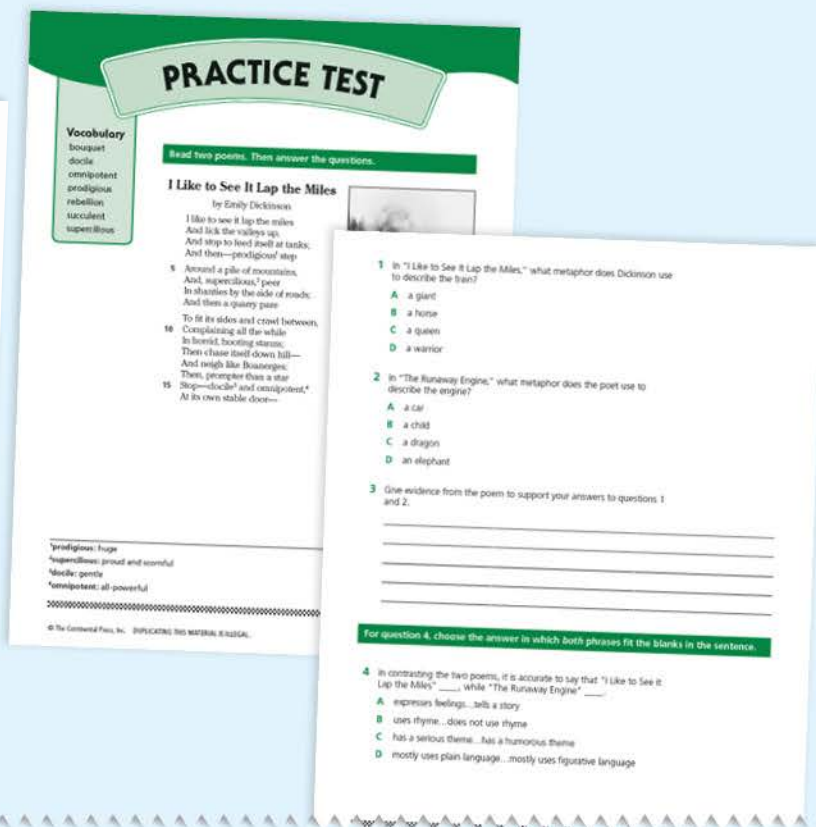
Reason B: \_\_\_\_\_

Reason C: \_\_\_\_\_





Student Book, Grade 5

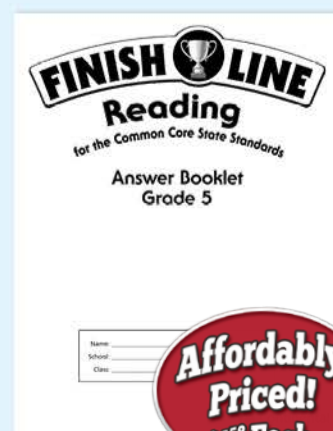
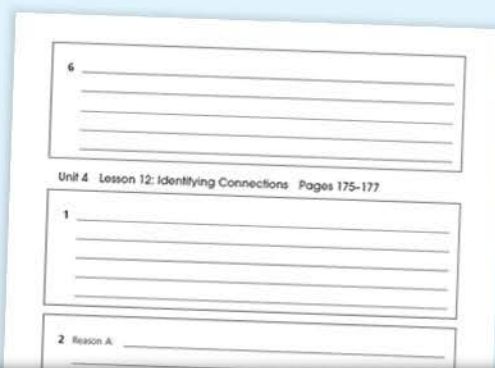


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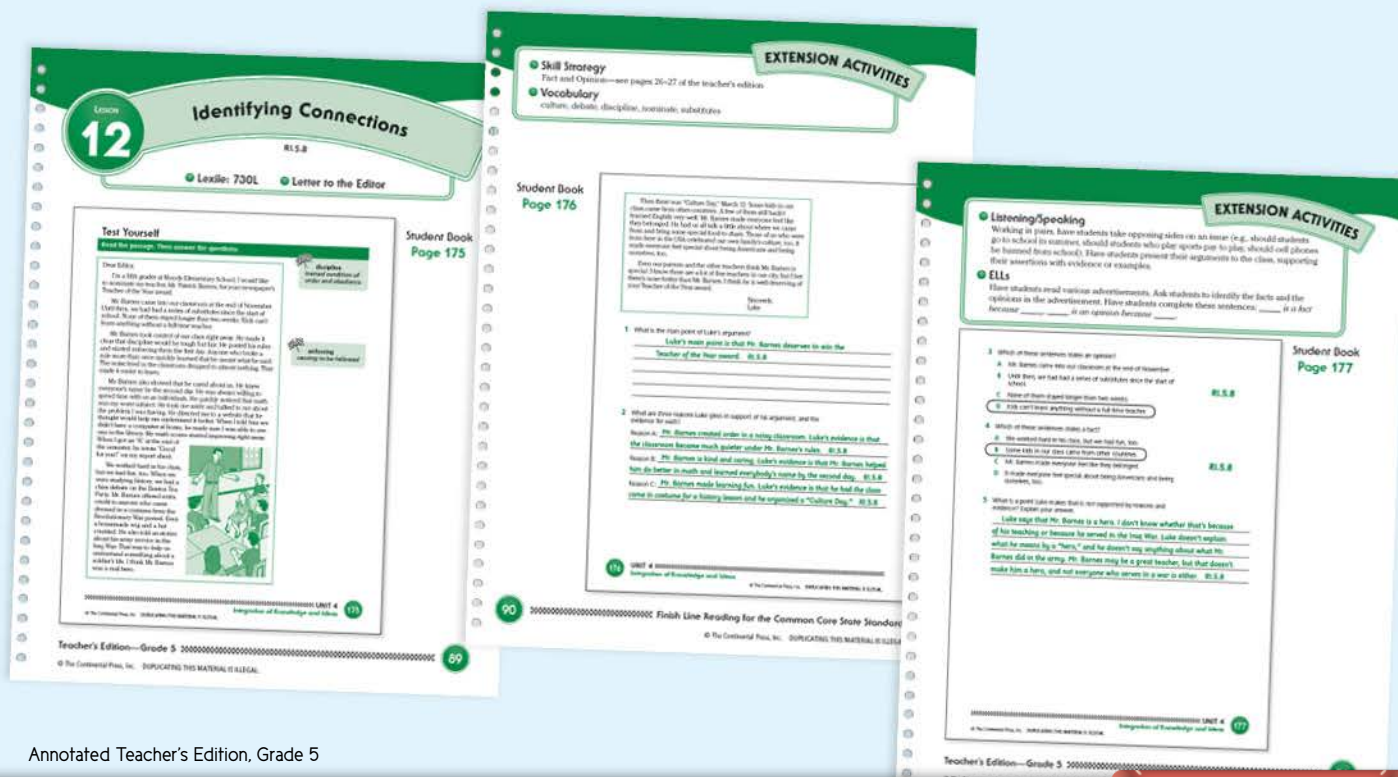
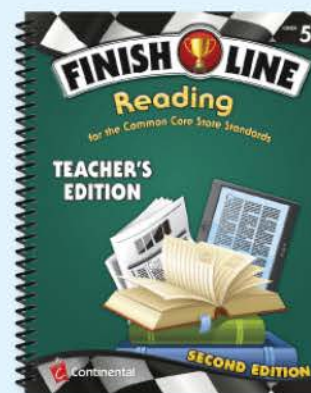
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# Get Set for Reading

## Practice for Assessment Items and Text Types

The next step in standards support is here. *Get Set for Reading* provides comprehension practice for the informational and literary text types identified by college and career readiness standards as it familiarizes students with the challenging item types they'll face on test day.

### Practice for Assessment Items

Two-part multiple-choice items require close reading strategies to answer text-dependent questions among multiple passage types.

### Components—See pages 14–17.

- Student books, printed and eBooks
- Annotated teacher's editions, printed and eBooks

## Student Books

Front of the book:

**Part #1, Focus Lessons:** Short review and practice that introduces students to each type of text they will encounter in the book

Lessons that follow:

Each lesson reviews one text type and the skills needed to understand that text.

**Part #2, Guided Practice:** A sample passage with questions

**Part #3, Independent Practice:** Passages with test-type items

eBooks are available. [See features.](#)

Written for Common Core standards and text types

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RI.1.4.5	Let's Move!
Glossary	



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**PART #1**

## Instructional Text

### Focus Lesson

Recipes, directions, user guides, and forms are all examples of **instructional text**. They teach you how to do something, such as how to bake a cake, how to take great pictures, or how to plant a garden.

An instructional text should let the materials, equipment, or ingredients you need to complete a project. Knowing the materials you need helps you follow the directions. The **directions**, or steps, of a project need to be completed in the right order to get the correct result.

Many instructional texts have charts, maps, and pictures to help you learn from what you read. These **text features** give you extra information and clues that make it easier to understand what you are reading.

**Read this passage and answer the questions that follow.**

### Make a Nature Trail Guide!

Making a nature trail guide is a great project for your classroom. Many people walk nature trails without really stopping to see, hear, smell, and feel what is around them. Your guide can highlight all the facts, details, and simple beauty of the trail. Here's how:

**Materials**

- photographs and illustrations
- colored paper
- pens, colored pencils, or markers
- scissors
- glue
- stickers or other flat decorations

**Numbers or special symbols point out items on a list.**

**What do the bullets (•) in this passage tell you?**

22 Reading Informational Text

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**Close reading**

### Focus Lesson: INSTRUCTIONAL TEXT

**1 Part A**  
What is the purpose of this article?

Look at the title and the first paragraph again. What is the article about? The article gives instructions for how to make a nature trail guide.

**Part B**  
Think about the purpose of the article from Part A. What are three things the author did to achieve this purpose?

The purpose of the article is to explain how to make a nature trail guide. To do this, the author gives step-by-step directions for making a guide, shows a bulleted list of materials you need to make the guide, and shows a picture of a completed guide as a sample.

24 Reading Informational Text

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**PART #2**

## Informational Text

### Guided Practice

Read the passage and answer the questions that follow.

### The National Historic Landmark Photo Contest

It's time to visit National Historic Landmarks and explore the stories that make our nation great.

- Discover sports**—a baseball stadium, a racetrack, college bowls, and more.
- Explore the sciences**—radar testing, a glass antenna, and a jet propulsion laboratory.
- Appreciate the craftsmanship**—design schools, Gilded Age mansions, handcrafted caskets.
- Understand the sacrifice**—battlefields, battleships, civil rights areas.
- Feel the artistry**—studios, theaters, museums, and more.
- Surprise the kid inside**—roller coasters, merry-go-rounds, and many trains.
- Be inspired**—designed landscapes, religious buildings, and great vistas.

National Historic Landmarks tell tales in neighborhoods, cities, parks, and landscapes all across the country. Get out your camera. Visit a site. Listen to the stories. Share your observations.

**Rules and Entry Information**

We invite you to share—in your own photographs and words—your experience of your favorite National Historic Landmark (NHL) across the country. This year's contest is open for entries from Monday, April 1, through Tuesday, July 9 (midnight EST).

See page 22 Focus Lesson: Instructional Text

UNIT 3 Discoveries 127

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Refers students to Focus Lessons for help

### Guided Practice: INFORMATIONAL TEXT

**1 Part A**  
What should a photographer do to determine if a place is a National Historic Landmark?

Look at the rules again. Which rule answers this question?

**Part B**  
What should a photographer do right after he or she has determined that a place is a National Historic Landmark?

Read the article again carefully. What should the photographer do or she finds a National Historic Landmark to photograph?

130 UNIT 3 Discoveries

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Direction for how to answer the question

### Guided Practice: INFORMATIONAL TEXT

**2 Part A**  
What should the photographer do if he or she takes a picture of a person along with a National Historic Landmark?

Carefully read Rule 6. What do you need to ask a person if you take a photograph of them?

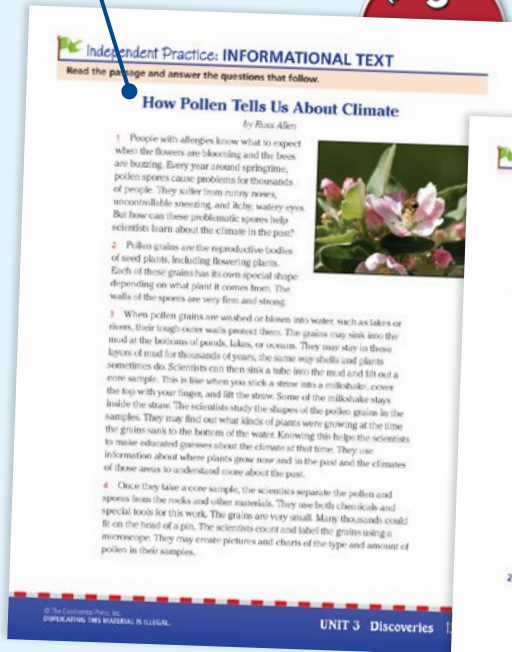
**Part B**  
When is the action taken in Part A not necessary?

Try to remember the information given in Rule 6. If you can't remember, reread this rule.

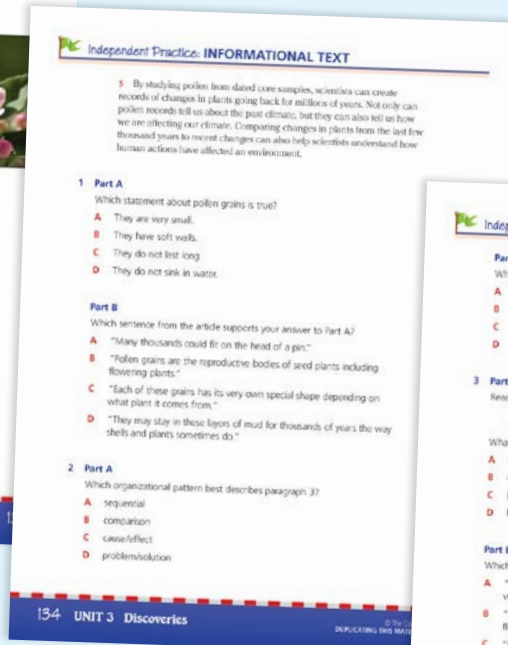
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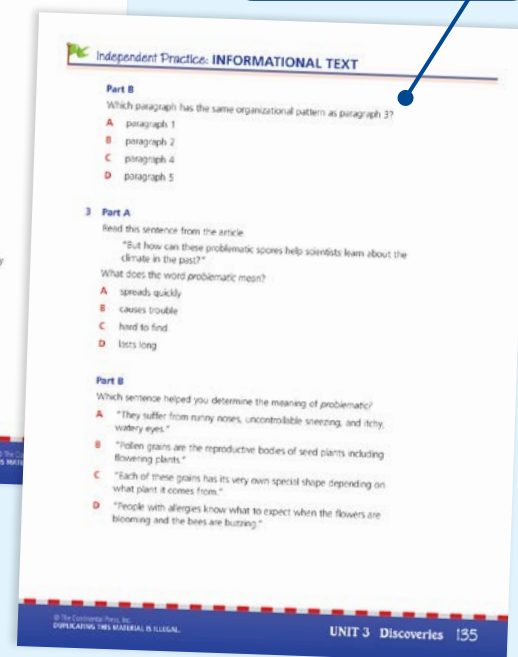
ASSESSMENT PRACTICE:  
Rigorous text



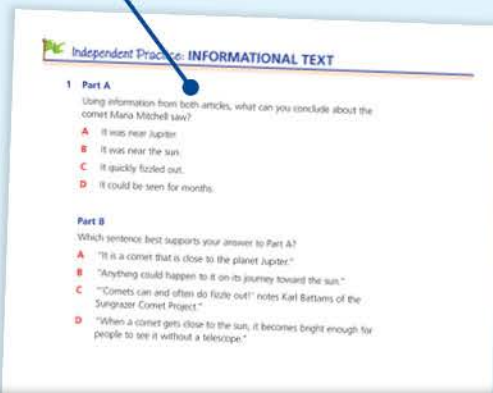
PART #3



ASSESSMENT PRACTICE:  
Text-dependent questions



ASSESSMENT PRACTICE:  
Text-to-text connections



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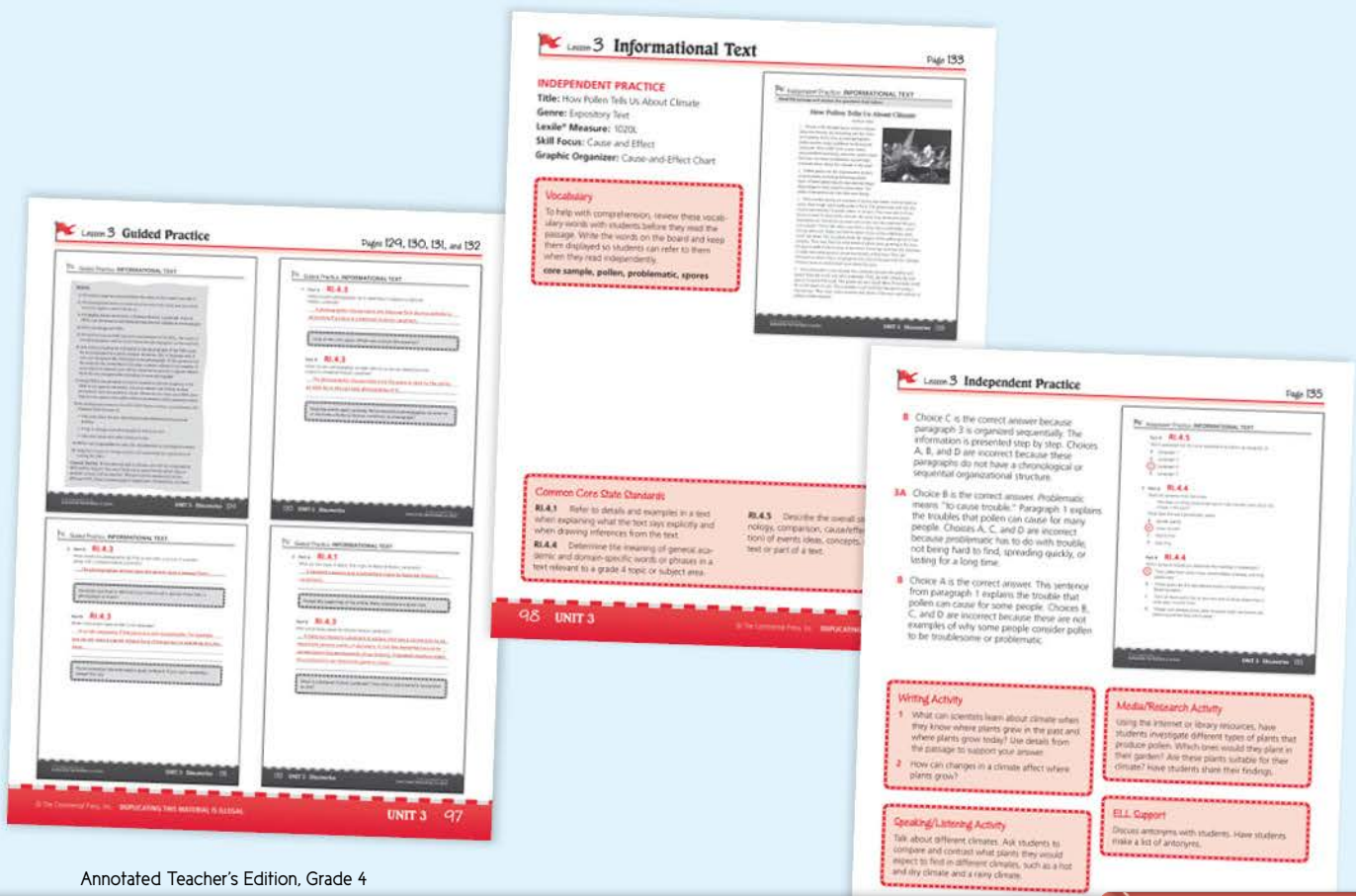
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# BrightFish Reading



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## Teacher Experience

Graphical reports enable you to see exactly where students are struggling, individual errors, and missed learning goals. **Professional development** is available and can be customized to meet the unique needs of your school or district. Please call us for information.

### Training Reports

As students work through their activities, you can monitor their progress. Drill down to view individual student answers, errors, and missed standards. Review and score open-response questions.

### Assessment Reports

View class and student results from the cloze pre-test and post-test.



Student	Story/Level	Word Fluency	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays	Top 3 Learning Objectives Missed
Jasmine Slater	Velcro/Gr6	98%	Not started	Not started	In progress	No questions scored	-
Raymond Fleming	Oscar/Gr6	99%	Not started	Not started	In progress	No questions scored	-
Ashanti Roberts	✓Rogue Waves/Gr6	93%	62%	63%	87%	60%	8.B.1.4 6.B.1.6 6.B.1.10
Susanna Koch	Oscar/Gr6	94%	Not started	Not started	In progress	No questions scored	-
Trevon Alexander	Oscar/Gr6	52%	Not started	Not started	In progress	No questions scored	-
Xavier Johnson	Oscar/Gr6	99%	Not started	Not started	In progress	No questions scored	-

Missed learning goals show gaps in standards

Teacher Report

## Pre-Reading Activities: Vocabulary

Question 1 of 9 (2 Parts)

Part 1 of 2

athletic

Definition: Athletic means to be active, strong and generally good at sports. For example:  
WOW! That guy can play soccer and basketball. He's so athletic! The child is very athletic.



Which sentence uses "athletic" best?

☒ That bear is so athletic.

☐ Hockey players have to be very athletic.

3 tries  
Bears are very strong but we don't describe them as athletic. Try Again!

Positive and corrective feedback to engage students



//CODiE//  
2017 SIIA CODiE FINALIST

Word and sound matching

Pre-Reading Activities  
Word Fluency

Not

Got

Not

Note


Nba

2:16

## During-Reading Activities: Fact and Details


Question 3 of 3

Monster Trucks




Monster trucks crush their way through \_\_\_\_\_?

☐ a row of elephants



☐ a row of trees



Monster truck shows fill more than 300 arenas a year. Hundreds of truck owners take these competitions very seriously. There are several monster truck racing organizations. In some races, the trucks crush their way across a row of cars. There are also freestyle performances. Winners are judged by the level of crowd approval. These daredevils purposely flip their vehicles. The subject should not be the blindest choice. These trucks are built with safety.

Audio

## Post-Reading Activities: Key Ideas and Meaning

Question 1 of 4

Monster Trucks

Are they athletic? Not really. Environmentally friendly? Nope. Entertaining? Definitely. There is nothing quite like the thrill of being in the crowd at a monster truck show. It is half smash-up derby and half stunt show. Some of these trucks are around 15 feet tall! They race across piles of junked cars. They also jump off huge ramps. Sometimes they even bounce end-over-end.

Monster truck shows fill more than 300 arenas a year. Hundreds of truck owners take these competitions very seriously.

In this story, Monster Trucks are described as a thrilling event to watch. Drag the correct evidence to each box provided. Watch out! Some of the evidence may not be fitting to the skill of a Monster Truck!

Reasons

Facts

Student Experience

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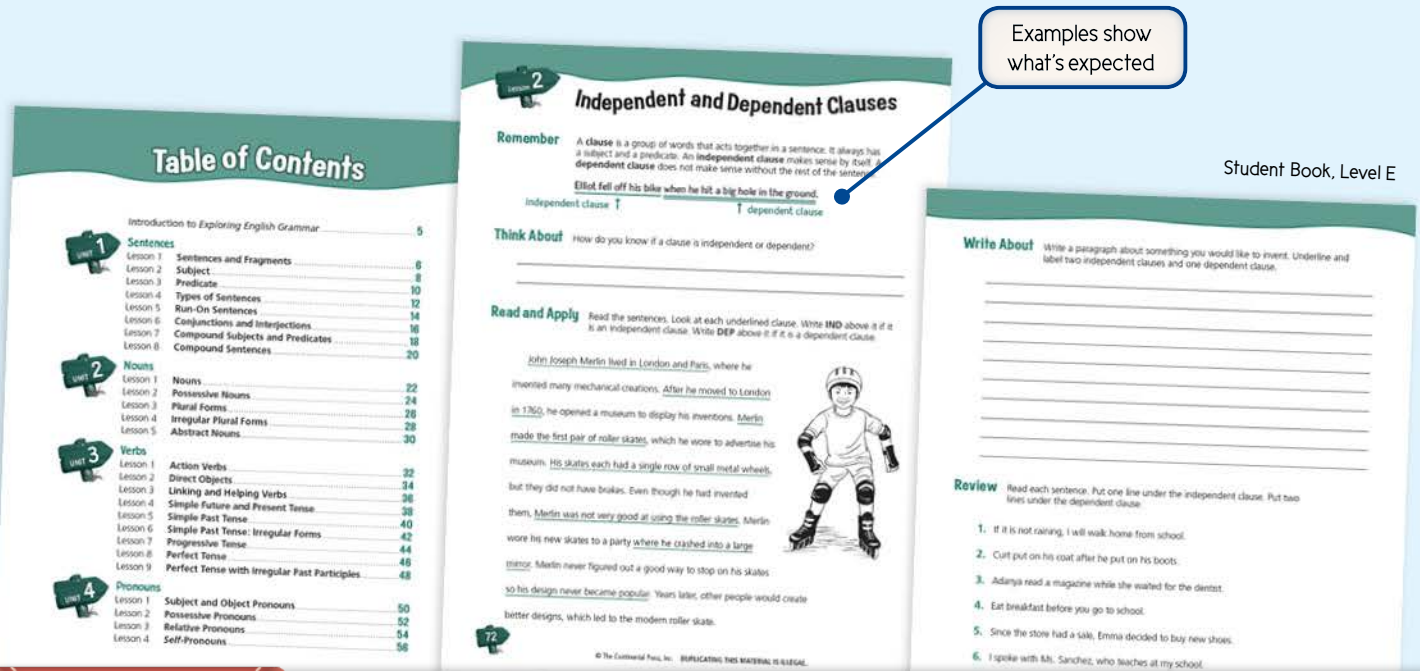
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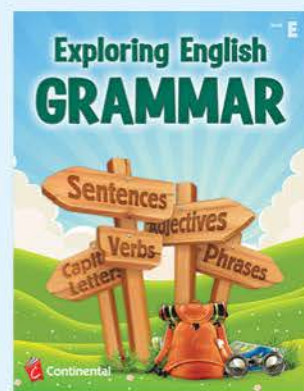
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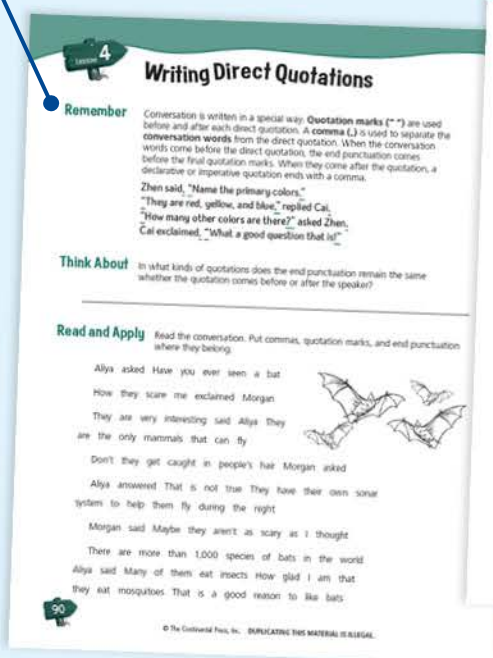
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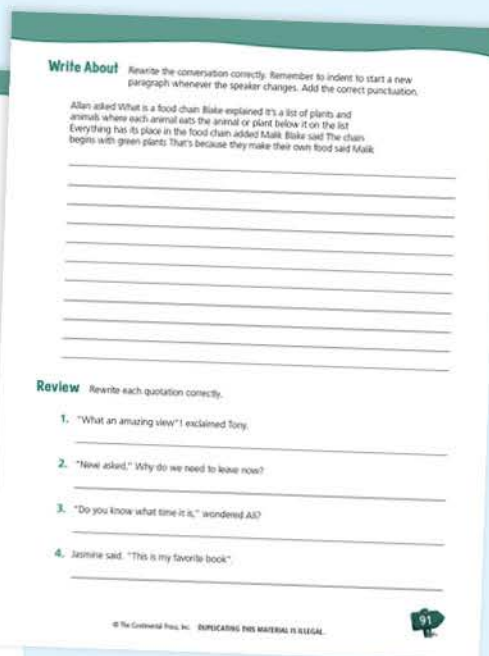
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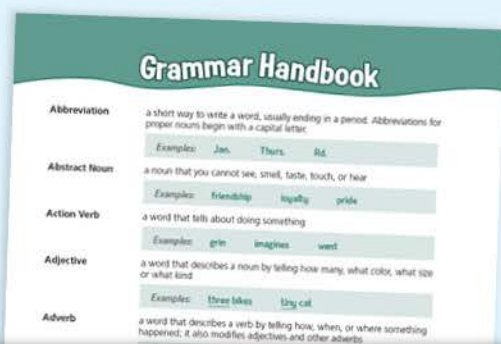
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LESSON 3

### What is a sea horse?



The sea horse looks like a horse.  
But it does not have legs.  
The sea horse is a fish.

This is a funny fish.  
It looks like it is standing up when it swims.  
It can look up and down at the same time.  
It can change from brown to yellow to green.

The mother sea horse does not have the baby.  
The father sea horse does!

Book 3

Skills identified in opening lessons

Circle the letter for the right answer.

- This story is about a \_\_\_\_\_.  
A fish      B horse      C father
- The sea horse can change \_\_\_\_\_.  
A names      B colors      C legs
- The \_\_\_\_\_ sea horse has the babies.  
A father      B mother      C sister
- You can tell that the sea horse got its name because it \_\_\_\_\_ a horse.  
A is not      B is as big as      C looks like

Write two words to finish the sentence.

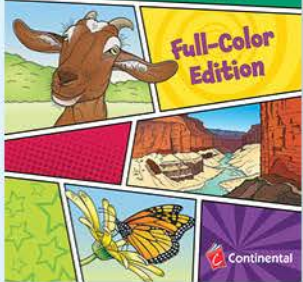
A sea horse looks \_\_\_\_\_ and \_\_\_\_\_ at the same time.

Go to Writing Page 45

Reading for Comprehension 3

## Readiness

Full-Color Edition



Audio

Visit us online to view samples of all books.


LESSON 17

### What cake has a toy inside of it?

New Orleans is a city.  
It has a big party every year.  
It lasts many days.  
There are lots of parades.  
People eat King Cake.

King Cake is shaped like a crown.  
It tastes sweet.  
It is purple, green, and gold.  
Be careful when you take a bite.  
One piece has a plastic baby in it.

Someone finds the plastic baby.  
That person gets good luck!  
That person is named king for the day.  
The king brings the cake to the next party.



Circle the letter for the right answer.

- This story is MOSTLY about a special \_\_\_\_\_.  
A cake      B party      C king
- A King Cake is shaped like a \_\_\_\_\_.  
A baby      B king      C crown
- The person who finds the plastic baby has \_\_\_\_\_.  
A a parade      B good luck      C a party
- You can tell from the story that people \_\_\_\_\_.  
A want to find the plastic baby  
B do not like parades  
C only eat King Cake one time


Write two words to finish the sentence.

You might find a toy in \_\_\_\_\_

Go to Writing Page 52

### Writing Page

#### What cake has a toy inside of it?



Tell about your favorite treat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Components—See pages 24–27.

- Student books, printed and interactive eBooks
- Teacher's guides, printed and eBooks
- Audio downloads

## Student Books

Each book includes 46 high-interest, nonfiction articles with multiple-choice and open-ended questions that assess comprehension and build critical thinking skills.

### Reading Skills

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### Writing Skills

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Why do a  
cat's eyes glow  
in the dark?

What is a  
Zamboni?

Level B

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“


“The skill labels in the opening lessons are great!  
They’re especially helpful for my below-level students.”

– Neisha Bruce, 2nd Grade Teacher, NJ

”

High-interest articles

**LESSON 1**  
**How does an octopus squirt ink?**



1 The octopus lives in the ocean. It has a special way to stay safe. It squirts dark ink. This ink is black or brown. The ink is made inside a sac in the octopus's body.

2 There is an opening in the octopus's body. It shoots out water. This burst of water helps the octopus swim. If an octopus is scared, it shoots water. It also squirts black ink from a sac in its body at the same time.

3 The dark ink hides the octopus. It also hurts the eyes of other animals. It makes it hard for other animals to see too. Then the octopus has time to swim away. Now, the octopus is safe.

**Circle the correct answers. Write your answer to question 6.**

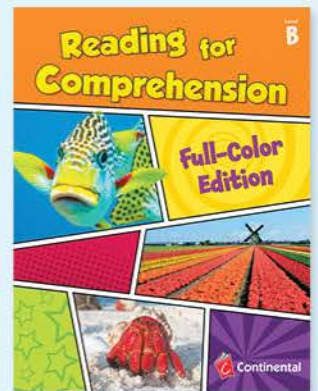
- The octopus lives in \_\_\_\_\_.  
A the sea B a lake C a river D a pond
- After the octopus shoots dark ink, it \_\_\_\_\_.  
A hides B swims away C hurts its eyes D shoots water
- This story tells how the octopus \_\_\_\_\_.  
A sleeps B swims C is scared D protects itself
- What word in paragraph 2 means "shoots"?  
A helps B swim C scared D squirts
- You can guess from the story that the octopus shoots ink when it is \_\_\_\_\_.  
A hungry B sleeping C startled D swimming

6. Think about an animal that lives in the ocean. Tell what you know about it.

**Skills identified in opening lessons**


Details  
Sequence  
Main Idea  
Context Clues  
Inference & Conclusion

Level B



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**LESSON 31**  
**Why do doughnuts have holes?**



1 Doughnuts are made from dough. First, bakers shape the dough into a circle. Then they cut a hole in the middle of the dough. They use a special tool to do this. Then they fry the rings in hot oil.

2 The doughnut cooks faster with the hole. The outside and inside of the doughnut are both crisp. Without the hole, the doughnut center might be gooey.

3 The cooked doughnut is ready for the next step. It can be topped with icing and sprinkles. Or, it can be rolled in sugar.

**Circle the correct answers. Write your answer to question 6.**

- The story tells how doughnuts \_\_\_\_\_.  
A taste B look C feel D smell
- Bakers shape doughnuts \_\_\_\_\_.  
A in oil B in sugar C into rings D into balls
- After the bakers make the dough, they \_\_\_\_\_.  
A shape the dough B roll the dough in sugar C make a hole in the middle D eat the dough
- In the story, what does the word ring mean?  
A jewelry B hole C sound D circle
- You can tell from the story that doughnuts look like \_\_\_\_\_.  
A tires B balls C squares D footballs

6. Tell about a doughnut you have seen or eaten.

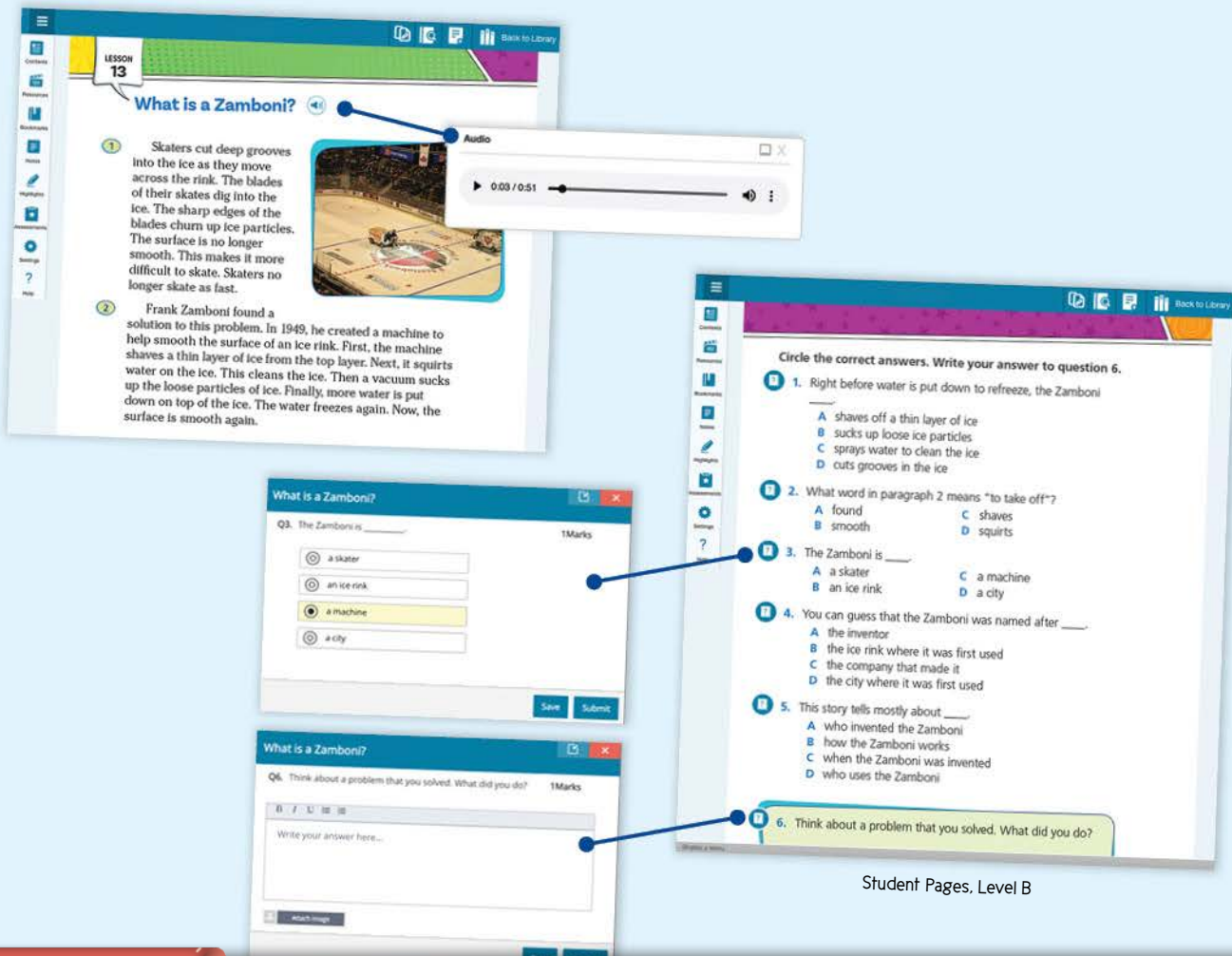
**Open-ended questions**

Level A

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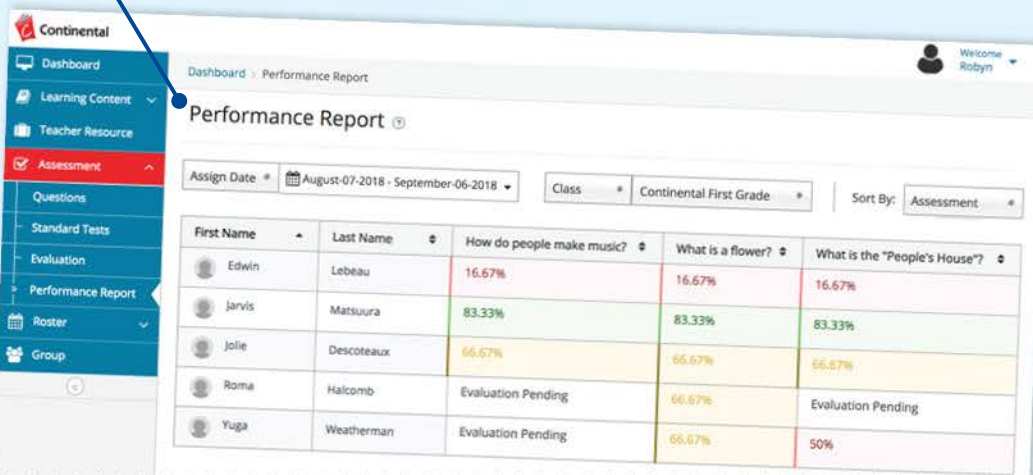


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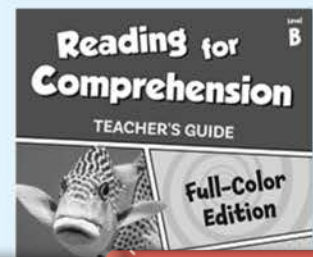


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Are all horses big? .....	12
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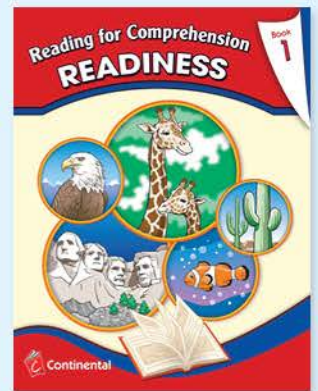
What makes a skunk safe?

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Do people live on Mars?

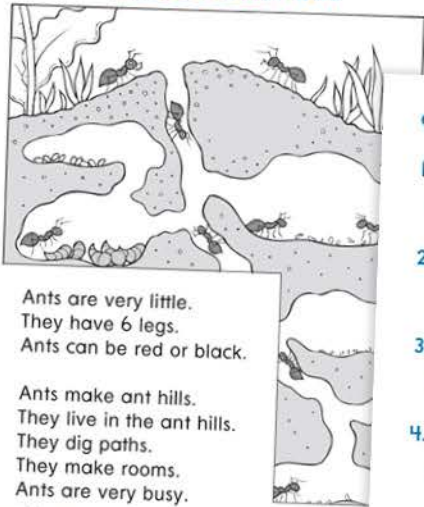
What is a ghost town?

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See pages 22-23.



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### What do ants do?



Ants are very little.  
They have 6 legs.  
Ants can be red or black.

Ants make ant hills.  
They live in the ant hills.  
They dig paths.  
They make rooms.  
Ants are very busy.

Circle the letter for the right answer.

- This story is about \_\_\_\_\_.  
a dogs      b ants      c cats
- Ants can be \_\_\_\_\_.  
a blue      b green      c red
- Ants live in ant \_\_\_\_\_.  
a hills      b caves      c towns
- You can tell that ants \_\_\_\_\_.  
a are sad      b work hard      c play a lot

Write a word from the story to finish the sentence.

The ant hill has many \_\_\_\_\_.

**Go To Fun Page 26**

Book 1

### What animal looks like a log?



The alligator lives by the water.  
It is very big.  
This animal can swim all day.  
It must have fish to eat.

The alligator slides into the water.  
It is very still.  
You can not see it move.

Fish swim by.  
The animal looks like a log to the fish.  
Soon the alligator will have dinner.

Circle the letter for the right answer.

- This story tells about an animal that looks like a \_\_\_\_\_.  
a log      b rock      c fish
- This animal lives \_\_\_\_\_.  
a in the desert      b on a log  
c near the water
- The story says that the alligator can \_\_\_\_\_ all day.  
a move      b slide      c swim
- You can tell that the alligator's dinner will be \_\_\_\_\_.  
a fish      b logs      c water

Write a word to finish the sentence.

You can not see an alligator \_\_\_\_\_.

**Go To Writing Page 42**

Book 3

### Writing Page

WHAT ANIMAL LOOKS LIKE A LOG?



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Can bees talk?

Where do the stars go?

Why don't people ride zebras?

Why do you look upside down in a spoon?

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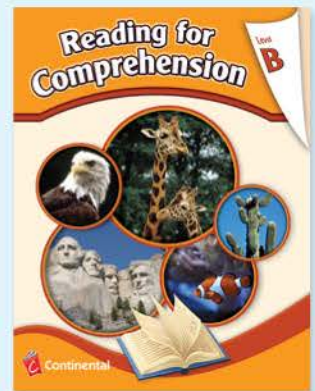
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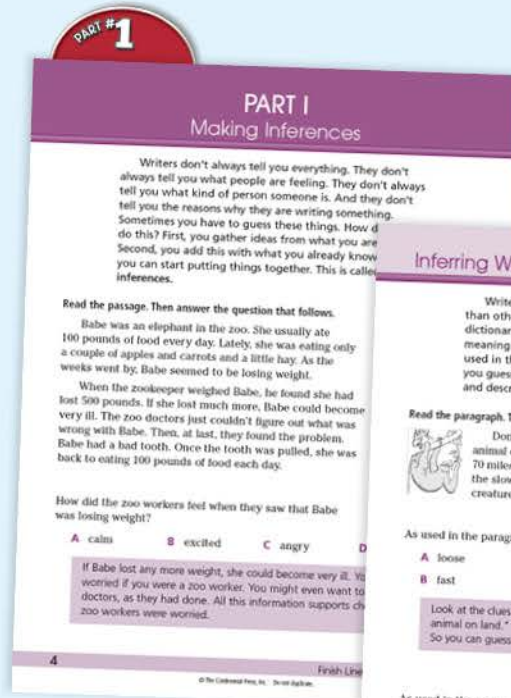
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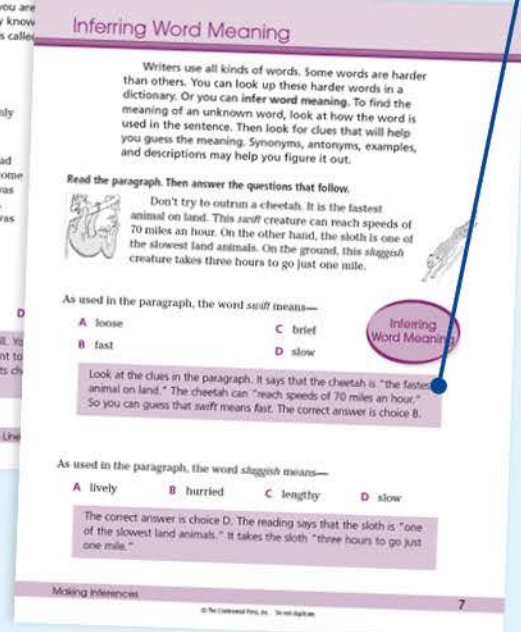
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Level C, Making Inferences



Explanations of correct answers



## 33

## PART I Understanding Main Idea and Details

Your teacher asks you to tell the class about an article you just read. What do you do? Most likely you will tell the class what it is about. Everything you read is about something. Every book, every chapter, every paragraph. Identifying that **main idea** helps answer the question "What was the passage about?"

Read the passages and answer the questions.

Deserts don't have much water. So it can be very hard to live in a desert. Without water, it is hard to find or grow food. Also, some deserts can get very hot during the day.

day. When people finally want to cool off at night, it gets way too cold. People may need lots and lots of blankets during a cold night in the desert.

Which sentence states the main idea of this passage?

- A Deserts don't have much water.
- B So it can be very hard to live in a desert.
- C Without water, it is hard to find or grow food.
- D Also, some deserts can get very hot during the day.

Main Idea and Details

The passage is about deserts. But it is about something more specific—how hard it is to live in the desert. The main idea, or what the passage is about, is choice B.

Juan was playing catch with his dog. He noticed that his dog was walking with a limp. What was wrong with his dog? Juan went closer to the dog and looked at its

paw. There was a twig stuck in between the dog's toes. Juan pulled the twig out. Then the dog went running after the ball again.

Which sentence states the main idea of this paragraph?

- A Juan was playing catch with his dog.
- B Juan went closer and looked at its paw.
- C A twig was stuck between the dog's toes.
- D The dog went running after the ball.

Did you pick answer choice C? Choice A is too general. Choices B and D do not tell enough. The main idea is that there was a twig stuck in between the dog's toes—choice C.

4

Finish Line Comprehension Skills

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## PART II Practice Exercises

Read each selection. Then answer the questions about main idea and details.

For helping trains run better, Elijah McCoy became a saying in the English language. As a young man, Elijah was an oiler for the railroad. His job was to squirt oil on a train's moving parts. Otherwise, the parts would stick together and the train would stop. Since the parts needed to be oiled all the time, trains had to stop frequently. Then the oilers would go to work.

Elijah invented a cup that would slowly drip oil onto the moving parts. Trains didn't have to stop so often. Seeing how well the invention worked, others created similar cups. But none was McCoy's. People called him "the real McCoy." Over the years, the saying came to mean something that isn't fake.

1. Which sentence states the main idea?

- A For helping trains run better, Elijah McCoy became a saying in the English language.
- B Elijah invented a cup that would slowly drip oil onto the moving parts.
- C People called him oil cup "the real McCoy."
- D Over the years, "the real McCoy" came to mean something that isn't fake.

2. What is the best title for this article?

- A "Real Oil Cups"
- B "The Real Elijah McCoy"
- C "Elijah McCoy and the Train"
- D "Squirting Oil on Trains"

3. What was Elijah McCoy's job?

- A to make a cup that would squirt oil
- B to squirt oil on parts of a train
- C to drive a train
- D to make a train

Choosing a Title

Supporting Details

Understanding Main Idea and Details

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### Steller's Sea Cow

Without Georg Steller, we might never have known about the giant Steller's sea cow. Steller was a doctor on a Russian ship exploring in the Bering Sea. He noticed strange creatures in the icy waters. They had small heads, but their bodies were huge. The creatures were 25-30 feet long and weighed some 7,000 pounds. Steller soon realized that the animals were new to Europeans. In time they came to be called Steller's sea cows.

Sadly, Steller's sea cows did not last very long. Some people think the sea cow is related to the elephant. Hunters and sailors from whaling ships killed hundreds of them for food and leather. The last of Steller's sea cows was probably killed in 1768. That was just 27 years after Steller discovered these interesting animals.



1. Which sentence from paragraph 1 states the main idea?

- A Without Georg Steller, we might never have known about the giant Steller's sea cow.
- B Steller was a doctor on a Russian ship exploring in the Bering Sea.
- C He noticed some strange creatures in the icy waters.
- D The creatures were 25-30 feet long and weighed some 7,000 pounds.

2. Which sentence does not support the main idea of paragraph 2?

- A Sadly, Steller's sea cows did not last very long.
- B Some people think the sea cow is related to the elephant.
- C Hunters and sailors from whaling ships killed hundreds of them for food and leather.
- D The last of Steller's sea cows was probably killed in 1768.

3. Steller's sea cows lived in a \_\_\_\_\_ place.

- A cold
- B hot
- C warm
- D rainy

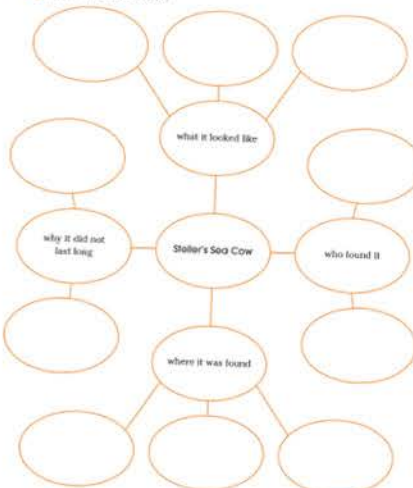
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Finish Line Comprehension Skills

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- 4. The biggest of Steller's sea cows were about \_\_\_\_\_ feet long.
- A 27
- B 30
- C 2,000
- D 7,000

5. Complete the idea web below.



Understanding Main Idea and Details

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Sometimes animal names are used to help say what is meant. A badger, for example, is a short, furry animal that looks like a raccoon. But don't badger me means "don't bother me." Why? Long ago, people in England played a cruel game in which they teased badgers. So the word badger came to mean "bother" or "tease."

Dog is another animal word that has many meanings. This word can mean anything from hot weather to laziness to overwork. Dog days are the hottest days of summer. Going to the dogs means "not taking care of yourself." Digging it is not working as hard as you should. And working like a dog is doing too much.



1. What sentence states the main idea of the article?

- A Sometimes animal names are used to help say what is meant.
- B So the word badger came to mean "bother" or "tease."
- C Dog is another animal word that has many meanings.
- D This word can mean anything from hot weather to laziness to overwork.

2. Which of these means "you'd better not tease me?"

- A going to the dogs
- B don't badger me
- C digging it
- D working like a dog

3. Which of these is the topic sentence for paragraph 2?

- A Dog is another animal word that has many meanings.
- B This word can mean anything from hot weather to laziness to overwork.
- C Going to the dogs means "not taking care of yourself."
- D Digging it is not working as hard as you should.

4. Write a title for this article. Then explain why you chose the title using at least one detail from the article.

Level D, Understanding  
Main Idea and Details

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#### Sequence

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PART I  
Comparing and Contrasting

Authors have several ways to organize information. One way is to organize it by similarities and differences. When you note similarities between two things, you are **comparing** them. When you note differences between two things, you are **contrasting** them. Comparing and contrasting help you make better sense of information.

## Using Graphic Organizers

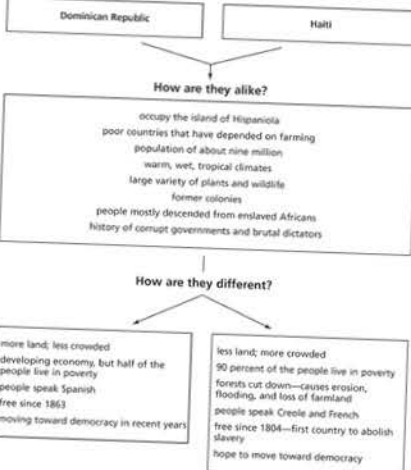
Read the passage. Then answer the question that follows.

Two countries share the island of Hispaniola. The Dominican Republic and Haiti each has about nine million people. But Haiti occupies the western third of the island and the Dominican Republic the remaining two thirds, so Haiti is more crowded. Both have historically been poor countries where people live mostly by farming. Lately, however, the Dominican Republic has had a growing economy. About half its people live in poverty, but average personal income is about \$9,200 per year. About 90 percent of Haiti's people are poor, with an average income of less than \$2,000 per year. The two countries have similarly warm, wet, tropical climates with a variety of plants and wildlife. However, most of Haiti's forests have been cut down to make charcoal for fuel. As a result, erosion and

- How is the information in the passage organized?
- A It first describes the countries' differences.
  - B It first gives information about one country, then the other.
  - C It alternates similarities and differences.
  - D It compares their similarities and contrasts them by point.

The passage begins by discussing a similarity. It continues this pattern throughout.

A graphic organizer, such as a comparison chart or a Venn diagram, can help you organize compare-and-contrast information.



6 Finish Line Comprehension Skills

PART II  
Practice Exercises

Read each selection. Then answer the questions about comparing and contrasting.

Read two passages. Then answer the questions that follow.

## Sybil Ludington

Sybil Ludington was born in 1761 and grew up on a farm in Putnam County, New York. Her father, Colonel Henry Ludington, commanded a regiment in the Revolutionary War. Sybil was 16 on the evening of April 26, 1777, when an exhausted messenger rode up to the Ludington farmhouse. He brought the grim news that the British were attacking Danbury, Connecticut, where local patriots stored gunpowder and other war supplies.

Colonel Ludington's regiment was not assembled as a fighting force. The men were all at their farms for spring plowing and were scattered all over the county. Someone would have to ride out and round them up, and the messenger who had brought the news was too tired to get back on a horse.

Sybil Ludington was a skilled horsewoman. She rode out to gather up her father's troops. That night she covered nearly 40 miles on horseback, and by morning the regiment was assembled and ready to march on Danbury.

Unfortunately, they got there too late. The British had captured the patriots' supplies and burned the town. But Colonel Ludington's men met them as they were leaving Danbury. In the battle that followed,



Statue of Sybil Ludington

The British suffered heavy losses in the battle. George Washington's army fled to the south, and Sybil Ludington became a hero for her help.

Except for this event, Sybil lived an ordinary life, and all but forgotten. She married Edgar Ogden, and had a son in 1809 at age 28.

## Harriet Tubman



When Harriet Tubman was a child, she was sold into slavery. She escaped from slavery in 1849, when most African Americans in the southern states were still slaves. Dedicated men and women like her lived and died for their own freedom and the freedom of others.

wood to antislavery living matter. They are

Tubman got a job working in a hotel. As soon as she had saved enough money, she secretly went back to Maryland. Her brothers had been too frightened to try to escape with her, and her husband, a free Black man, had not wanted to leave. Now, returning as a free woman, she located one of her sisters and her sister's children and guided them north to freedom. On her next trip, she brought back one of her brothers and two other men. In all, she would make 13 trips into the South and lead more than 300 slaves to freedom.

Slaveowners posted a \$40,000 reward for Tubman's capture. At least twice she came very close to being caught. But no one ever

1 Based on the passages, what is the most important difference between the achievements of the two women?

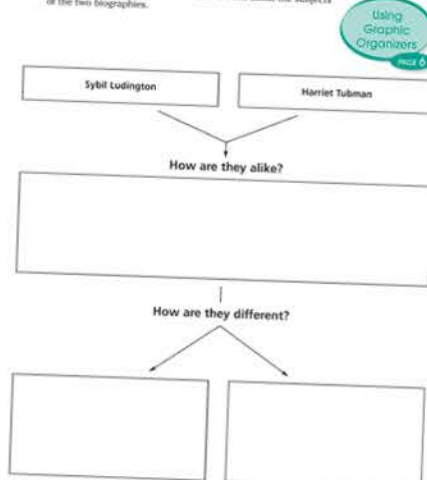
2 According to the passages, what is most similar about Sybil Ludington and Harriet Tubman?

- A They served their country in wartime. C They were skilled.
- B They helped people become free. D They led sold

3 Who might be featured on a monument to women in the Revolutionary War?

- A Sybil Ludington B Harriet Tubman C both women

5 Fill in this comparison chart with information about the subjects of the two biographies.



Level F. Understanding  
Literary Elements

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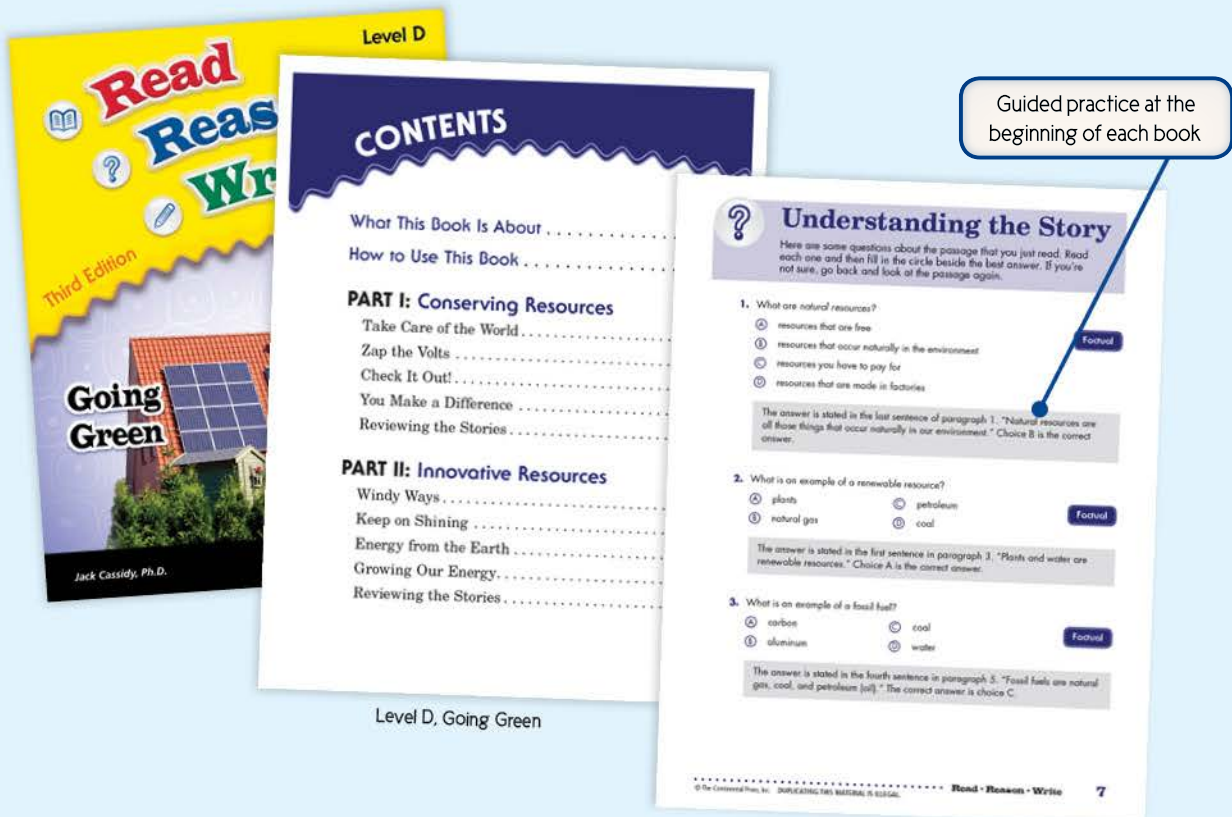
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## READ



This is a story about a place that takes care of old elephants.



## New Homes for Elephants

Have you ever seen a real elephant? Maybe you saw one at a circus. Maybe you saw one at a zoo. Most people have seen elephants in places where there are a lot of people. Many elephants have been trained for shows. But what happens when the elephants get sick? What happens when they get too old to perform? If they are lucky, they will go to an elephant sanctuary. The sanctuary is a place where the elephants can be safe and live freely. People will take good care of them there.

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## REASON



## Understanding the Story

Here are some questions about the story that you just read. Read each one. Then fill in the circle beside the best answer. If you are not sure, go back and look at the story again.

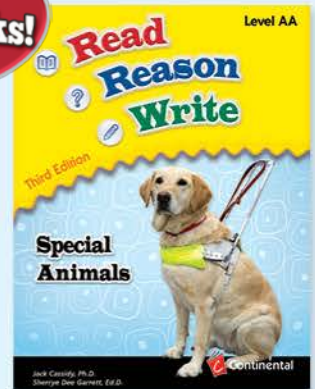
- About how long do elephants live?
  - (A) 20 years
  - (B) 30 years
  - (C) 70 years
  - (D) 150 years
- Where do elephants in sanctuaries come from?
  - (A) The sanctuary workers capture them in the wild.
  - (B) They used to be in circuses and zoos.
  - (C) They were born in the sanctuaries.
  - (D) People donated them to the sanctuaries.

Factual

Inference

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## WRITE



## Write About It

There is a lot to know about elephant sanctuaries. One way to help people learn about the sanctuaries is to show them pictures. In the spaces below, draw pictures of elephant sanctuaries. Write a sentence under each picture to tell about the picture.



## Summing Up

People who work in elephant sanctuaries do many different things. Fill in the spaces to show what sanctuaries are like.

Where do they find the elephants for the sanctuary?

What is it like where the elephants live?

How do workers care for the elephants?

36 Read • Reason • Write

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Level AA, Special Animals

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- Student books, printed and eBooks
- Annotated answer keys, printed and eBooks

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- Reviews are presented periodically and at the end of each book for reinforcement.

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### Saw and Seen

Circle the correct word to complete each sentence.



1. Mom has \_\_\_\_\_ many parades.  
saw    seen
2. I never \_\_\_\_\_ one.  
saw    seen
3. I \_\_\_\_\_ the band.  
saw    seen
4. We had \_\_\_\_\_ a float.  
saw    seen
5. Then we \_\_\_\_\_ the clowns.  
saw    seen

86 PRACTICE EXERCISES IN BASIC ENGLISH

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Level A

Skills repeated in a variety of formats

### Saw and Seen

Write saw or seen to complete each sentence.



1. The cat \_\_\_\_\_ the birds.  
\_\_\_\_\_
2. It has \_\_\_\_\_ many birds.  
\_\_\_\_\_
3. The birds have \_\_\_\_\_ the cat.  
\_\_\_\_\_
4. They \_\_\_\_\_ it look at them.  
\_\_\_\_\_
5. The cat \_\_\_\_\_ them fly away.  
\_\_\_\_\_

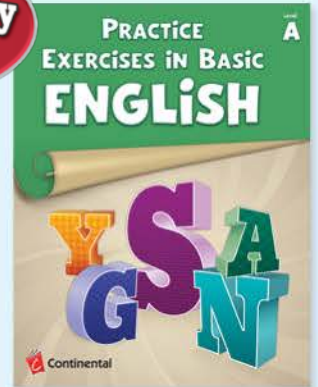
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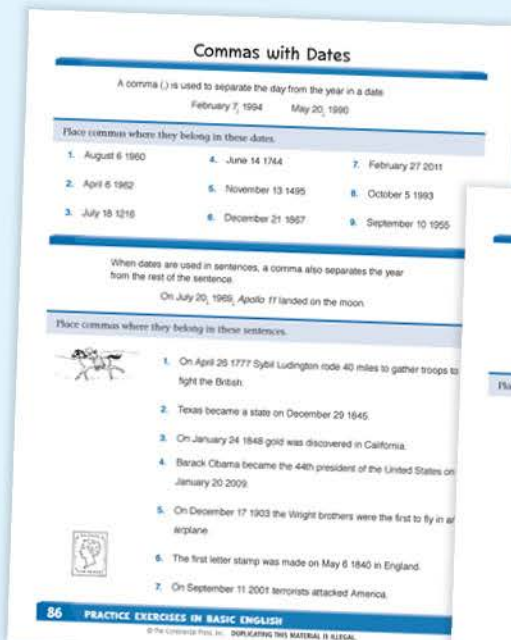


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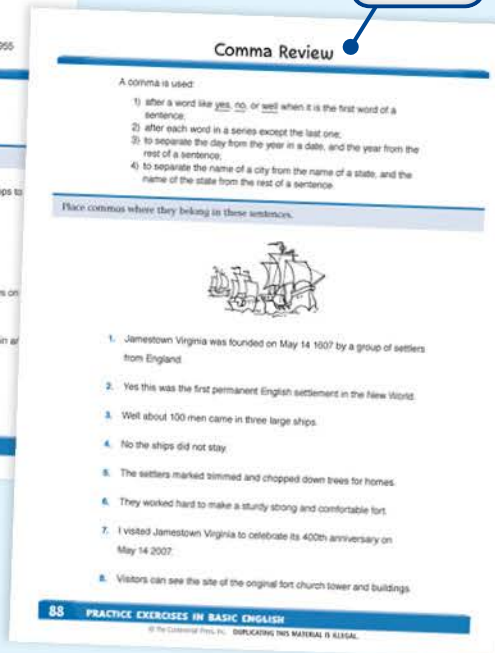


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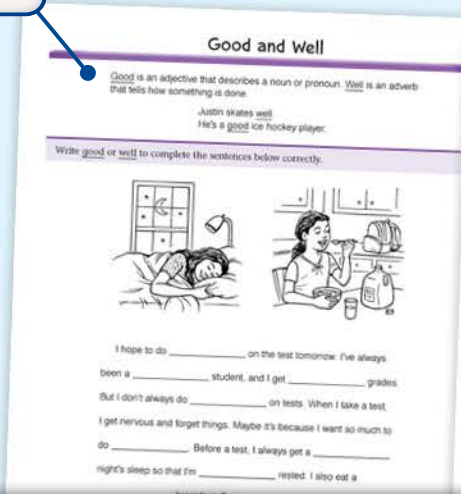
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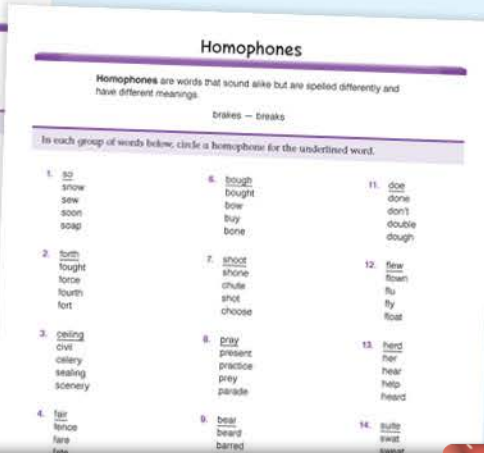
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Level H (Gr. 8)	NFK7091-6	NF1387-5

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Trace the *-en* at the end of each word. Notice its meaning in each word.

1. wooden —made of wood
2. shorten —to make short

Add *-en* to each word in the list below. In the small box, write 1 if *-en* means "made of" or 2 if *-en* means "to make."

deep	<input type="checkbox"/>	wool	<input type="checkbox"/>	sweet	<input type="checkbox"/>
hard	<input type="checkbox"/>	earth	<input type="checkbox"/>	oak	<input type="checkbox"/>
gold	<input type="checkbox"/>	soft	<input type="checkbox"/>	dark	<input type="checkbox"/>

Complete each sentence with one of the words below.

wooden	lighten	darken	sweeten
straighten	shorten	golden	woolen

1. Since the rope is too long, we'll have to \_\_\_\_\_ it.
2. Jalene served the tossed salad in \_\_\_\_\_ bowls.
3. Brett took some books out of the box to \_\_\_\_\_ the load.
4. In the bright sunlight, Jane's hair looked \_\_\_\_\_.
5. A \_\_\_\_\_ shirt feels very warm on cool evenings.
6. Kevin tried to \_\_\_\_\_ the bent nail with a hammer.

Suffix *-en*

Mature artwork appeals to students in higher grades

Below each picture, write the letters to finish the picture name.

gh	gu	ph	qu
 _____een	 _____ide	 _____oto	 _____lou

Complete each sentence with one of the words below it.

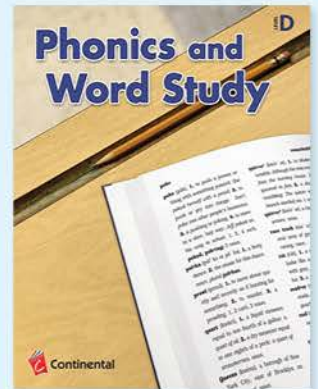
1. Who will take \_\_\_\_\_ of the turtle this week?  
core car
2. The baby needs a new \_\_\_\_\_ of shoes.  
part pair
3. Find out how \_\_\_\_\_ it is from the school to the library.  
fair far
4. The clouds hid the \_\_\_\_\_ in the sky.  
stars stores

Read each sentence. Write the sound of the underlined letter between the slash marks.

- |                                   |                        |                        |                        |
|-----------------------------------|------------------------|------------------------|------------------------|
|                                   | <b>s</b><br>/s/ or /z/ | <b>c</b><br>/k/ or /j/ | <b>g</b><br>/g/ or /j/ |
| 1. Do you want an orange?         | /                      | /                      | /                      |
| 2. Have some cereal, too.         | /                      | /                      | /                      |
| 3. Please hand me the milk.       | /                      | /                      | /                      |
| 4. The carton is very heavy.      | /                      | /                      | /                      |
| 5. I will fill your glass.        | /                      | /                      | /                      |
| 6. Breakfast is my favorite meal. | /                      | /                      | /                      |

26 Review

Reading Levels 1-6  
Interest Levels 3-8



1. quarter 2. guard 3. laugh 4. phone

On the line after each word below, write the number of the word with the same sound and spelling.

1. enough 5. laughter 8. question 13. guide  
2. quite 6. quiet 10. guest 14. alphabet  
3. elephant 7. rough 11. quarrel 15. quick  
4. quack 8. guess 12. tough 16. queen

Complete the puzzle by using the words in the list above.

ACROSS  
1. A fight using words  
5. To try to figure out  
7. Plenty  
10. A woman ruler  
11. A large gray animal with a trunk

DOWN  
2. Something made up of 26 letters  
3. A sentence asking something  
4. Without noise  
6. A visitor  
9. The sound of a duck

10 Sounds of qu, gu, gh, and ph

Assessment of all skills

Use the list of words below to write 12 compound words. You will use the words in Column 2 two times.

side	book	mark
note	door	time
after	light	way
flash	noon	house
home	walk	bench
in	work	knob

1. \_\_\_\_\_ 7. \_\_\_\_\_  
2. \_\_\_\_\_ 8. \_\_\_\_\_  
3. \_\_\_\_\_ 9. \_\_\_\_\_  
4. \_\_\_\_\_ 10. \_\_\_\_\_  
5. \_\_\_\_\_ 11. \_\_\_\_\_  
6. \_\_\_\_\_ 12. \_\_\_\_\_

Change the words at the end of each sentence to make a contraction. Then write the contraction in the sentence.

1. Angelo \_\_\_\_\_ finish the project alone. could not  
2. \_\_\_\_\_ you see the comet last night? Did not  
3. \_\_\_\_\_ the disk I left here? Where is  
4. We \_\_\_\_\_ give the surprise away. must not  
5. \_\_\_\_\_ at the door? Who is  
6. Dr. Praveen said \_\_\_\_\_ got the flu! we have  
7. \_\_\_\_\_ go to the mall. Let us  
8. \_\_\_\_\_ call you tomorrow. I will  
9. Are you sure \_\_\_\_\_ able to come with us? you are  
10. Mom's car \_\_\_\_\_ in the garage. is not

78 Assessment

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Lesson extensions

Page 25 Letter y as Consonant and Vowel

**Introduce the Concept**  
Write the following sentence on the board: I saw a pretty butterfly in my yard. Read the sentence aloud and ask students what they notice about the sentence. Then point out that the sentence word to represent a consonant sound and in two words it represents different vowel sounds. Underline the letter y in the sentence. Ask them what they see.

**Use the Page**  
Have students open their books to page 25. Read and discuss with all the pictures on the page and read the picture names aloud. Explain the association of the letter y with its three sounds. Read both sets of directions and let students complete the page independently. You may choose to do the first item on each section together before students work on their own.

**Extend the Lesson**  
Prepare for each student a chart with three columns labeled Consonant, Long y, and Short y. Read a list of words containing the three sounds of y. Have the students write each word in the correct column on the chart.

Page 26 Review Consonant Sounds

This review page will help you assess students' progress and identify any problems they may have with hearing and naming consonant sounds.

Have students open their books to page 26. Read the directions to students and have them complete the page independently. Check their work one at a time, rather than as a class activity.

The letter y has three sounds.

1 yarn /y/ 2 thy /i/ 3 baby /e/

In the small box, write the number that tells which sound of y is heard in the picture's name.

80 eighty	motorcycle	puppy	yawn
type	yard	strawberry	butterfly

On the line after each word below, write the number that tells which sound of y is heard in the word.

1. candy _____	8. you _____	17. nearby _____
2. lying _____	10. by _____	18. year _____
3. worry _____	11. yell _____	19. safety _____
4. young _____	12. sky _____	20. thy _____
5. already _____	13. fancy _____	21. yourself _____
6. beauty _____	14. yellow _____	22. reply _____
7. spy _____	15. anywhere _____	23. by _____
8. plenty _____	16. yes _____	24. backyard _____

Letter y as Consonant and Vowel 25

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Solid Figures	

### WRITING PARAGRAPHS

All the sentences in a paragraph should tell about one thing or idea.  
Begin the first sentences of a paragraph in from the left margin.



There are many kinds of houses. Some are large and some are small. There are also very old ones as well as new ones.

Rewrite the following group of sentences in paragraph form. Leave out the two sentences that do not belong. Be sure to begin the first sentence of the paragraph in from the left margin.

Many city people live in apartments. Their buildings may be many stories high. I like to read stories. In the country, houses are farther apart. People often have to go a long way to visit each other. Felipe's dad works in a bank.

Perforated pages

### PRONOUNS

Use **pronouns** in place of nouns. These pronouns can be used as subjects.

I you he she it we they

Circle each subject pronoun in the sentences below.



1. Today we celebrate Chinese New Year.
2. It is a very important holiday for the Chinese people.
3. They believe that everyone should wear red.
4. I hear Mom get up early in the morning.
5. She always cooks many dishes of food.
6. You can hear the firecrackers Dad set off.
7. He does this every year.

Grade 3 entering 4

Comprehension  
reviews

### COMPREHENSION: AUTHOR'S PURPOSE

Read the passage. Then answer the questions.

1 Many families love their pet dogs. Dogs have not always been used as pets. Through history, dogs have been used for hunting, guarding, safety, and friendship. In recent years, dogs have become a favorite house pet for humans. There are over 300 kinds of dogs that people have as pets.



2 A lot of people treat their pet dogs like their own children. There are now dog daycare centers. These are places where dogs go to play when their owners are working. There are dog hotels for when owners are out of town. There are special dog grooming shops. Some people even use special dog strollers for smaller dogs that cannot take long walks.

#### Part A

What is the author's main purpose in writing this article?

- A to give general information about pet dogs
- B to tell an exciting story about a pet dog
- C to give instructions for taking care of dogs
- D to describe different kinds of pet dogs

#### Part B

Think about your answer to Part A. The author supports the purpose by using what kind of tone?

- A a tone of anger
- B a tone of sadness
- C a light, funny tone
- D a friendly, factual tone

ENGLISH LANGUAGE ARTS 25



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Reviews with enhanced assessment questions

#### Part A

According to the letter, what is the main reason for building a bike path?

- A The city can't decide what to do with the route.
- B Kids need safe places for riding bicycles.
- C Nothing would have to be torn down to build it.
- D It wouldn't cost the city any money.

#### Part B

Based on your answer to Part A, what is one reason the author gives to support the main reason for building the bike path?

- A There is no car traffic.
- B People will volunteer their time to clean up garbage.
- C The city council can't decide what to do with the route.
- D The city would only need to pour pavement.

#### Part A

Which of these statements is an opinion?

- A The railroad route is perfect for a bike path.
- B People already walk and run on the route.
- C There are no streets to cross along the route.
- D Nothing would have to be torn down to build a bike path.

#### Part B

Look at your answer to Part A. Which of the following is a fact that supports the opinion in Part A?

- A A bike path would cost money instead.
- B Kids need a safe place to ride bike.
- C People in the community will volunteer their time.
- D There is no traffic on the railroad route.

### English Language Arts Midpoint Review

Read the passages. Then answer the questions.

Dear Editor:

Our teacher tells us that the city council can't decide what to do with the old West Side Elevated Railroad route. Well, our class has come up with an idea. They should convert it into a bike path.

In our crowded city, kids need safe places for riding bicycles. The old West Side route would be perfect. There is no car traffic. It's above street level, so there are no streets to cross. And the route already exists. Nothing would have to be torn down to construct it.

The city is hoping to make a profit by selling the route. Though a bike path would cost them money instead. It wouldn't be as much as they think. People in the community already use the route as a running and walking trail. They would volunteer to do some of the labor for free. They would clean up the garbage. They would plant flowers along the path. All the city would need to do is pour the pavement.

We ask the council to seriously consider our idea. Please, do something for us kids.

Sincerely,

Ms. Lopez's 4th-grade class

### Answer Key

#### Week 1

##### Page 5: SINGULAR AND PLURAL NOUNS

The following words should be underlined.

Each player, three, goats, school, school, week.

The following words should be circled.

goats, volunteers, class, boys, children, books,

trips, sports, animals, children, sales, first graders,

superheroes, dragons, second graders, mysteries,

reflexes, grade schedules.

##### Page 6: TWO-DIGIT ADDITION AND SUBTRACTION

1. 47 2. 79 3. 78 4. 65 5. 55 6. 88

7. 51 8. 23 9. 20 10. 43 11. 51 12. 21

13. 30 14. 85 15. 78 16. 84 17. 27 18. 75

19. 23 20. 29 21. 10 22. 54 23. 6 24. 77

25. 68 26. 43 27. 42 28. 79 29. 36 30. 34

31. 11 32. 64 33. 73 34. 13 35. 79 36. 50

37. 317 38. 568

##### Page 7: PLURAL NOUN FORMS

1. chickens, mammals

2. snakes, trees

3. shoes, towns

4. person, parties

5. flowers, machines

6. rabbits, floors

7. brushes, statues

8. teacher, sales

9. businessmen, birds

##### Page 8: PROBLEM SOLVING: ADDITION AND SUBTRACTION WITH REGROUPING

1. 117

2. 88

3. 16 days

4. 22 tickets

5. 551

##### Page 9: MORE PLURAL NOUN FORMS

1. children, programs

2. supplies, laboratories

3. knives

4. bats

5. comparisons, sections

6. replies, universities

7. friends

8. villages

##### Page 10: THREE-DIGIT ADDITION WITH REGROUPING

1. 582 2. 262 3. 655 4. 892 5. 584

6. 825 7. 719 8. 296 9. 738 10. 548

11. 714 12. 957 13. 583 14. 914 15. 782

16. 408 17. 991 18. 803 19. 619 20. 838

21. 589 22. 500

23. 519 24. 524

##### Page 11: IRREGULAR PLURAL FORMS

Men, women, children, feet, teeth, mice, fish, geese, men.

##### Page 12: THREE-DIGIT SUBTRACTION WITH REGROUPING

1. 236 2. 608 3. 217 4. 327 5. 419

6. 282 7. 682 8. 181 9. 64 10. 634

11. 147 12. 138 13. 237 14. 609 15. 186

16. 204 17. 136 18. 819 19. 41 20. 337

21. 112 stamps 22. 219 stamps

23. 46 stamps 24. 151 stamps

##### Pages 13-14: COMPREHENSION: LITERARY ELEMENTS

1. B

2A. Sample answer: The Great Bird says that Fresh will not stay gray.

2B. Sample answer: The problem is when the problem is about to be solved. The problem here is that Fresh did not get any votes. The Great Bird is going to change that, but the reader doesn't know what is going to happen. In the end, the story is over and the reader knows what happened.

3. C

4. C

5. Sample answer: The theme is that those who are patient and unselfish will be rewarded in the end. Fresh patiently waited his turn. She thought she had missed out on getting votes, but because of her patience, the Great Bird gave her many votes.

##### Page 15: THREE-DIGIT ADDITION AND SUBTRACTION

1. 656 2. 314 3. 188 4. 761 5. 376

6. 231 7. 207 8. 36 9. 244 10. 276

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Grade 3/4	grade 3 entering grade 4	NF7806-6	NF1324-0

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# On Our Way to Reading



## Foundational Skills Development for Emergent Readers

*On Our Way to Reading* helps English learners build foundational reading skills, giving them a strong start to language acquisition and confidence to grow on. They'll develop print, phonological, and phonemic awareness through activities in listening, reading, writing, and speaking.

### Program components—See pages 44–51

- 25 student books—5 per book title
- 3 teacher's editions—1 per book title
- 3 audio files—1 per book title
- 1 set of K-3 Vocabulary Picture Cards
- 24 readers

eBooks are available on our website. [See features.](#)

## Student Books

Each of the five books targets a specific skill for the emergent learner, from basic readiness skills (colors, shapes, numbers, letters) to phonemic awareness to letter-sound knowledge, including common blends and digraphs.

*Colors, Shapes, and Numbers*

*Our ABCs*

*Rhyming Words*

*Sounds and Letters*

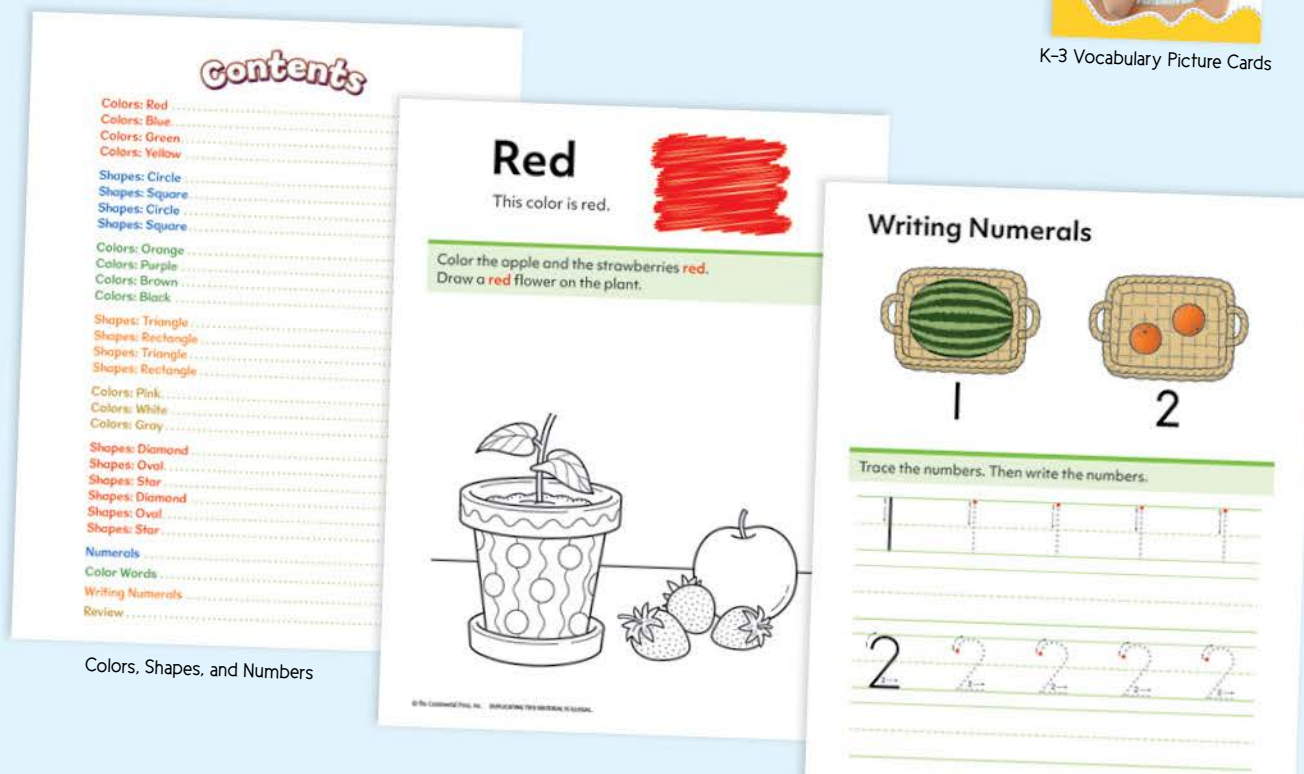
*More Sounds and Letters*

## K-3 Vocabulary Picture Cards

Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics. 100 cards.

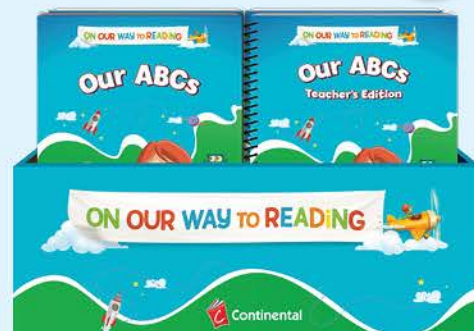


K-3 Vocabulary Picture Cards





  
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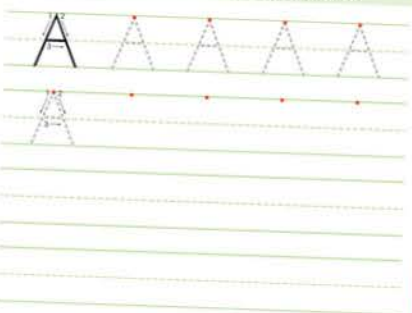
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Capital and lowercase D, d	10
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Review A-F, a-f	16
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Capital and lowercase J, j	
Capital and lowercase K, k	
Capital and lowercase L, l	
Capital and lowercase M, m	
Review G-M, g-m	
Capital and lowercase N, n	
Capital and lowercase O, o	
Capital and lowercase P, p	
Capital and lowercase Q, q	
Capital and lowercase R, r	
Capital and lowercase S, s	
Capital and lowercase T, t	
Review N-T, n-t	
Capital and lowercase U, u	
Capital and lowercase V, v	
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Capital and lowercase X, x	
Capital and lowercase Y, y	
Capital and lowercase Z, z	
Review U-Z, u-z	
Handwriting Models	

Our ABCs

A  Ant

Trace each capital A. Then write capital A to fill the lines.



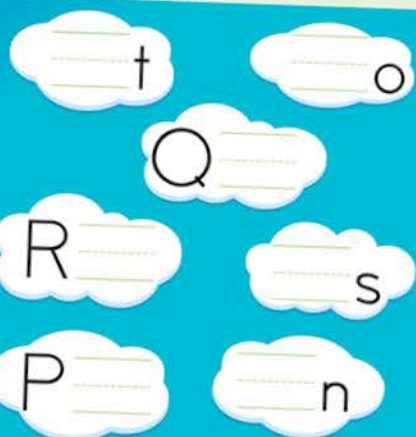
4

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 Airplane

Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.



48

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## contents

<b>Short a Rhymes</b>	
<b>Short e Rhymes</b>	
<b>Short i Rhymes</b>	
<b>Short o Rhymes</b>	
<b>Short u Rhymes</b>	
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<b>Long o Rhymes</b>	
<b>Long i Rhymes</b>	
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<b>Reviewing Rhymes</b>	
<b>Writing Rhyming Words</b>	
<b>Cut-and-Paste Page</b>	

Rhyming Words

van

Circle the pictures whose names rhyme with van.



4

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Say the three picture names in each box.  
Circle the two pictures whose names rhyme.



30

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## contents

Initial Consonant m /m/	3
Initial Consonant s /s/	5
Initial Consonant t /t/	7
Review m, s, t	9
Phoneme Awareness	10
Initial Consonant b /b/	12
Initial Consonant n /n/	14
Initial Consonant f /f/	16
Review b, n, f	
Phoneme Awareness	

## sun



Say the name of each picture.

Circle each picture whose name begins like **sun**.



7



Trace the letter **s**.

sun



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5

Sounds and Letters

## contents

Initial Consonant Sound qu /kw/	3
Initial Consonant z /z/	5
Review qu, z	7
Review Initial Consonant Sounds	8
Phoneme Awareness	10
Final Consonant Sounds b /b/, t /t/, g /g/	12
Final Consonant Sounds d /d/, n /n/, p /p/	14
Review b, t, g, d, n, p	16

## thumb



Say the name of each picture.

Circle each picture whose name begins like **thumb**.

30



13

Trace the letters **th**.

thumb



30

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More Sounds and Letters

## Readers

Teacher's editions recommend specific readers to support many lessons. The readers provide targeted practice to help transition students from instruction to independent reading. 24 readers.

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This is the skunk  
that stepped on the slug  
that spotted the bug

4



that got stuck in the web  
that Stella spun,

5



## Annotated Teacher's Editions and Audio

In addition to annotated student book pages, each edition includes a program overview, scope and sequence, and:

- Instructional strategies
- Support for social emotional development
- Support for cultural awareness
- Skills assessment checklist
- Reproducible take-home book
- Audio download instructions

eBooks are available on our website.



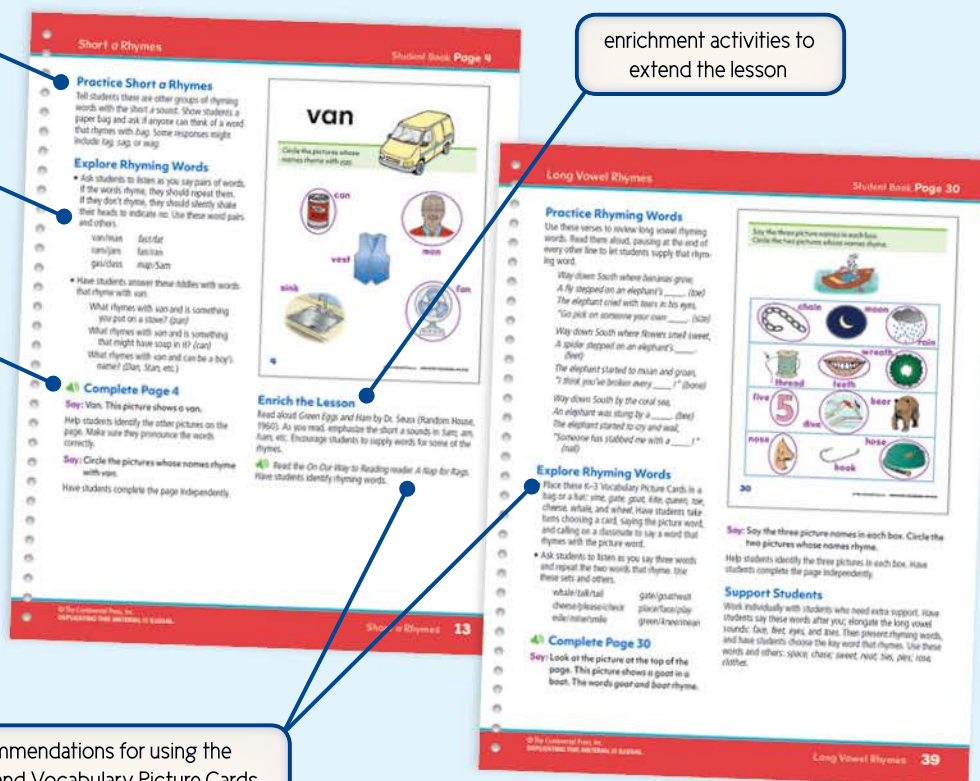
skill introduction

detailed directions

audio opportunities

enrichment activities to extend the lesson

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Sounds and Letters	NF1712-5
More Sounds and Letters	NF1713-2



# TEAM Toolkits

## Teaching ELLs for Academic Language Mastery



### Structured Activities to Develop Academic Language

Understanding academic language doesn't come easily for many English learners, but it's crucial to success in the classroom. *TEAM Toolkits: Teaching ELLs for Academic Language Mastery* feature grade-level activities in reading, speaking, listening, and writing to help ELLs develop their skills and get ahead.

#### Kit components—See pages 48–51.

Four kits are available: Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12. Each kit includes:

- 15 student books—5 per level/grade
- 3 teacher's editions—1 per level/grade
- 3 audio files—1 per level/grade
- 1 Picture Dictionary—in kits for levels AA–H

eBooks are available on our website. [See features.](#)

Themed units with topics aligned to grade-level content

### Student Books

Lesson format:

Part #1: Before We Read

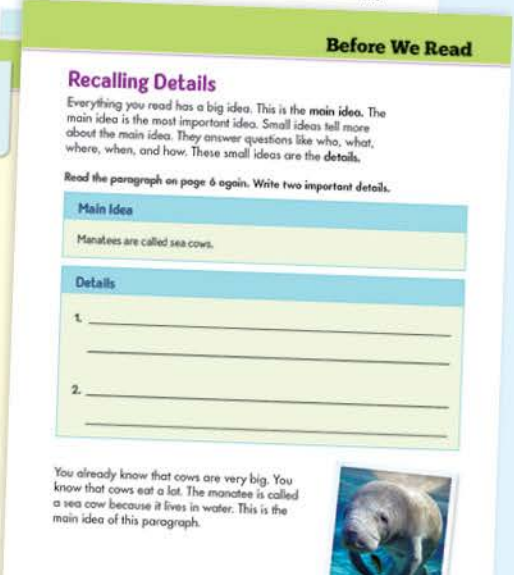
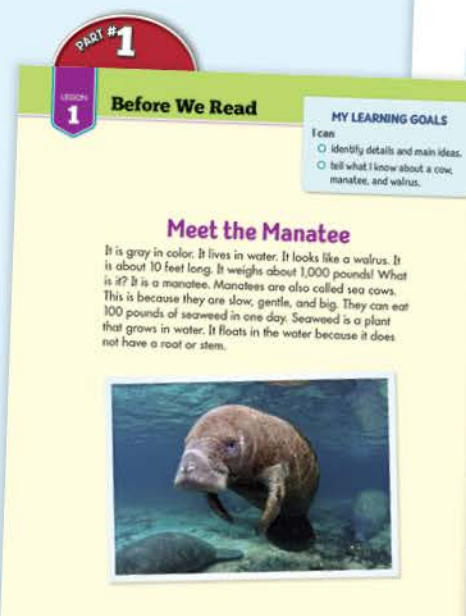
Part #2: Let's Read

Part #3: Listen and Discuss

Part #4: Learning About Language

Part #5: Write About It

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Details on page 1.

Informational and literary passages



Visit us online to view samples from all kits and to request a **FREE** sampler pack.

**PART #2**

**Let's Read**

**Marvelous Manatees**

Manatees are gentle sea animals. They are also called sea cows. They live in warm water. Places like Florida make a good home for them. They like to swim into bays and rivers. These places have seaweed and plants to eat. Manatees eat a lot. They might eat for six to eight hours a day.

Manatees try to stay where it is warm. They stay in the ocean outside Florida during the winter. In the summer, they can be found near other coastal states like Alabama, Georgia, and South Carolina. Sometimes they move even farther north in summertime. Manatees have been spotted as far north as Massachusetts.

**MY LEARNING GOALS**  
I can:  
○ read and understand an informational text.  
○ recall details that support the main idea.

**Highlight** the sentences that tell where manatees live.

Where would you see a manatee?  
I would see a manatee \_\_\_\_\_

8 Unit 1 • Lesson 1

**Let's Read**

**Show What You Know**

Read the "Life of a Manatee" section. Highlight the main idea. Fill in the missing details in the web below that tell about the main idea.

**Main Idea**  
Manatees can live long lives, but they often die because of human mistakes.

**Detail**

**Detail**

**Detail**

12 Unit 1 • Lesson 1

**Let's Read**

**What Did You Learn?**

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Which word in the passage means "to take in air"?  
A swim  
B eat  
C sleep  
D breathe
- Manatees are sometimes called \_\_\_\_\_.  
A fish  
B seals  
C walruses  
D sea cows
- Manatees use their flippers to \_\_\_\_\_.  
A eat  
B sleep  
C move  
D breathe
- Which detail tells what manatees look like?  
A They are gray.  
B They are gentle.  
C They eat seaweed.  
D They like warm water.

13 Unit 1 • Lesson 1

Audio provided for listening passages

**PART #3**

**Listen and Discuss**

**MY LEARNING GOALS**  
I can:  
○ listen to and understand a conversation about animals.  
○ use language to describe animals.

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

**14 Unit 1 • Lesson 1**

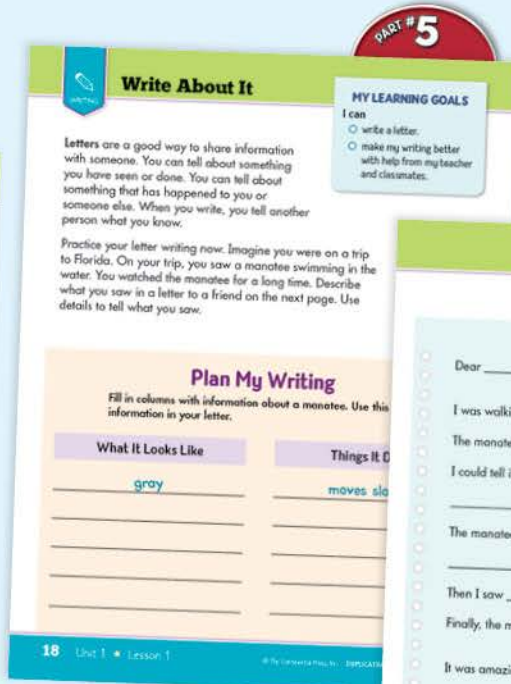
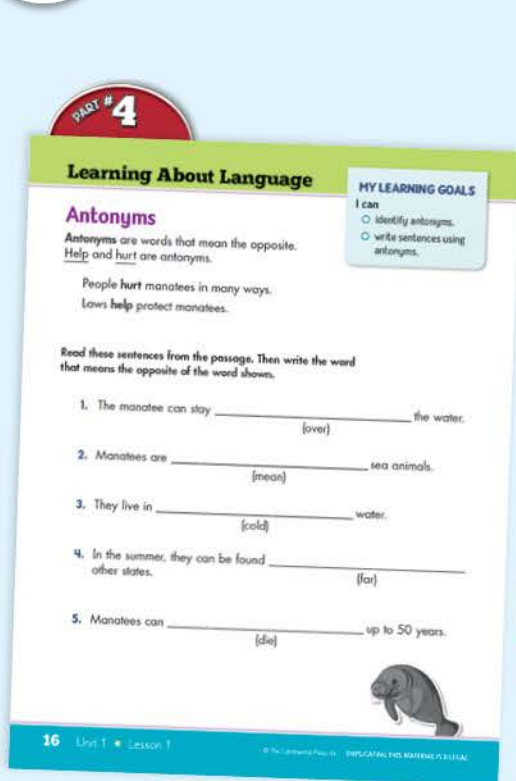
**Listen and Discuss**

How are walruses and manatees alike?

**manatee**

**walrus**

...

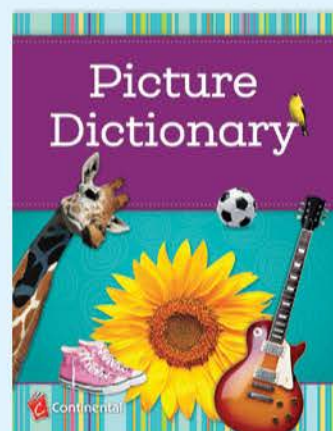


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*Picture Dictionary* shows students simple photographs with words to reinforce the vocabulary they are learning.

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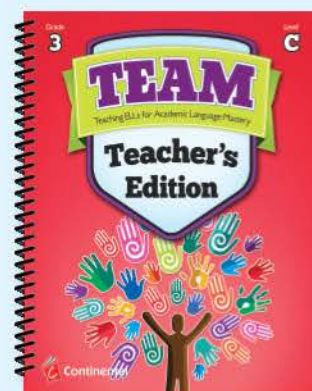
## Annotated Teacher's Editions and Audio

Teacher's editions include a program overview, suggestions for use, instructional features, teaching strategies, and connections to the ELP assessment practice in *Finish Line for ELLs 2.0* (see pages 56–61).

Support for each lesson:

- Lesson objective
- ELA and content standards connections
- Academic language identified by tier
- Language differentiation strategies
- Audio script for listening passage
- Suggested time allotments for each activity
- Guidance for close reading of texts

Audio download instructions are also included.



**Lesson 1** Student Book PAGES 6–19

**TITLE** Meet the Manatee  
**GENRE** Informational Text

**LESSON OBJECTIVES**

- Read, discuss, and write about animals and their characteristics.
- Identify and read details.
- Identify and use antonyms.
- Write a letter.

**Content Standards Connection**

- The Language of Science.
- The Language of Social Studies.

**ELA Standards Connection**

**Reading**

- Identify main ideas and details that support main ideas.
- Understand features of different genres (poetry, personal narrative, informational).
- Determine meaning of words and phrases.
- Ask and answer questions to demonstrate understanding of a text.
- Describe the relationship between a series of events, using language related to time sequence and cause and effect.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Describe logical connections between particular sentences and paragraphs in a text.
- Know and apply grade-level phonics and word analysis skills in decoding words.

**Speaking and Listening**

- Follow instructions.
- Sequence information.
- Ask and answer questions to demonstrate understanding of a text.
- Participate in conversations.
- Read grade-level text with accuracy and fluency to support comprehension.

**Writing**

- Engage in collaborative discussions.
- Determine main ideas and supporting details of information presented in diverse media and formats.

**Grammar and English Conventions**

- Describe sequence of events.
- Write a letter.
- Use descriptive language.
- Write about a narrative and its characteristics.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Use temporal words and phrases to signal event order.
- Use personal, possessive, and indefinite pronouns.
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**ACADEMIC LANGUAGE OF LESSON**

<b>Tier 1</b>	birth, born, brother, calf, cow, gentle, manatee, walrus, walrus, zone
<b>Tier 2</b>	allowed, details, live, main idea, paddle, surface, weigh
<b>Tier 3</b>	bay, breathe, coastal, flippers, nostrils, ocean, rise, seaweed, states, tanks, whales

**Listen and Discuss** Student Book PAGE 14

**TOTAL TIME:** 45 Minutes  
**My Learning Goals:** 5 Minutes  
**Working with Page 14:** 35 Minutes  
**Check My Goals:** 5 Minutes

**OBJECTIVE**

- Use descriptive language as well as comparison and contrast language to tell about a walrus and a manatee.

**ACADEMIC LANGUAGE**

**Tier 1:** manatee, walrus **Tier 2:** live, surface, weigh **Tier 3:** flippers, tanks, whales

**MY LEARNING GOALS**

Direct students' attention to My Learning Goals. Chorus read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

**WORK WITH THE PAGE**

Explain to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

**Ask:** Listen to a conversation between friends about a walrus. At the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

**Play the audio CD two times. Pause after the first play to discuss the conversation and any questions the students may have.**

**Full audio script on the next page.**

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Have volunteers provide answers from their webs.

Answers will vary.

**Listen and Discuss** Student Book PAGE 15

**WORK WITH THE PAGE**

Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

You can model the conversation by using sentence frames to ask and answer questions about how walruses and manatees are alike.

**Ask:** How are walruses and manatees alike?

**Sentence Frames**

Walruses and manatees are alike because \_\_\_\_\_ (they live in water). Walruses are \_\_\_\_\_ (big) like manatees.

Manatees and walruses both have \_\_\_\_\_ (flippers) that help them swim. Manatees and walruses both have \_\_\_\_\_ (whiskers). Walruses are grayish brown. Manatees are \_\_\_\_\_ (gray).

You can choose to extend the conversation by asking how walruses and manatees are different.

**Ask:** How are walruses and manatees different?

**Sentence Frames**

Manatees live in areas where it is \_\_\_\_\_. Walruses live in areas that are \_\_\_\_\_. Walruses live on both \_\_\_\_\_ and \_\_\_\_\_. Manatees only live on \_\_\_\_\_ and \_\_\_\_\_. Walruses are \_\_\_\_\_ and manatees are \_\_\_\_\_.

**LANGUAGE DIFFERENTIATION**

<b>Beginning</b>	Encourage students to complete sentences about walruses and manatees, using sentence starters.
<b>Developing</b>	Provide sentence frames and encourage students to model a conversation about how walruses and manatees are alike.
<b>Expanding/ Bridging</b>	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

**CHECK MY GOALS**

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

Annotated Teacher's Edition, Level C

Academic language  
for each lesson

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Level C (Gr. 3)	NF0370-8	High School (Bk. 1)	NF1331-8
Level D (Gr. 4)	NF0371-5	High School (Bk. 2)	NF1332-5
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Level C (Gr. 3)	NF0379-1	High School (Bk. 1)	NF1334-9
Level D (Gr. 4)	NF0380-7	High School (Bk. 2)	NF1335-6
Level E (Gr. 5)	NF0381-4	High School (Bk. 3)	NF1336-3

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Details on page 1.

# Ready, Set, Go! Newcomers Kit



## Put Secondary Newcomers at Ease with English Communication

*Ready, Set, Go! Newcomers Kit* features a sequential workbook series to help secondary newcomers build essential language skills, giving them confidence as readers and communicators.

- Mature, age-appropriate visual support
- Content to develop life-skills vocabulary for success in and out of the classroom
- Audio recordings to develop listening skills
- Ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)
- Comprehensive teacher support to guide instruction at every step

### Kit components—See pages 52–55.

- 15 student books—5 copies of 3 books
- 3 teacher's editions—1 for each book
- 3 audio files—1 for each book
- 1 Picture Dictionary
- 1 set of Vocabulary Picture Cards
- 1 set of Newcomers Cards



Interactive eBooks are available on our website. [See features.](#)

## Student Books

The series progresses from phonics, to social communication, to academic language. Books 1 and 2 focus on listening, speaking, and writing activities. Book 3 includes more robust activities in reading, listening, speaking, and writing. Students will practice grammar skills in all books.

## Support Cards

Visual resources introduce skills or remind students throughout the lessons.

- Vocabulary Picture Cards
- Newcomers Cards (number cards, alphabet cards, and conversation cards)

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Welcome to Ready, Set, Go! Newcomers.	
<b>UNIT 1 SOUNDS AND LETTERS</b>	
• Lesson 1 The Alphabet	
• Lesson 2 Consonants	
• Lesson 3 Consonant Blends	
• Lesson 4 Consonant Digraphs	
• Lesson 5 Silent Letters kn and wr	
• Lesson 6 Short Vowels	
• Lesson 7 Long Vowels	
• Lesson 8 Vowels + r	
• Lesson 9 Vowel Sounds	
• Lesson 10 Y as a Vowel and a Consonant	
★ GRAMMAR Alphabetical Order	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 2 THE BASICS</b>	
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• Lesson 22 Where Are You From?	
• Lesson 23 All About Me	
• Lesson 24 Address	
• Lesson 25 Phone Number	
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• Lesson 27 Relatives	
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★ READ & WRITE	
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Student Book, Book 1

Age-appropriate visuals

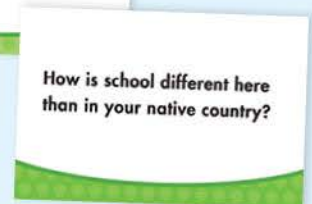
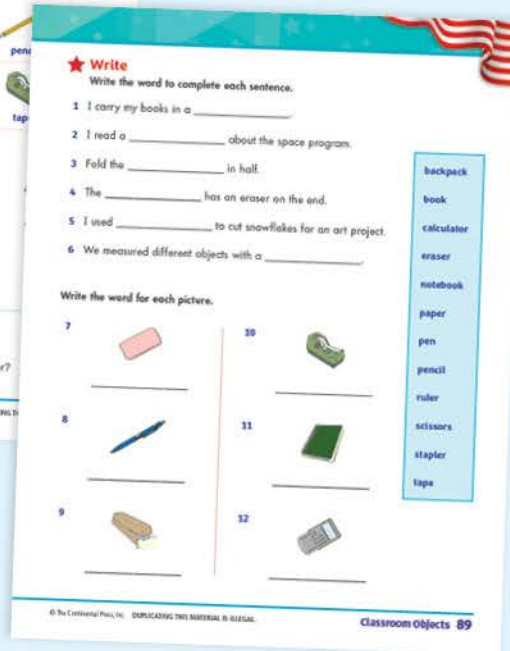
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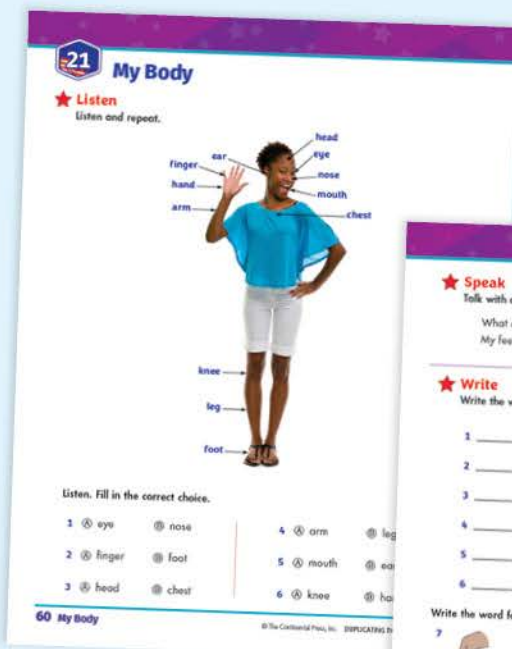
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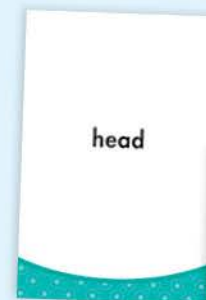
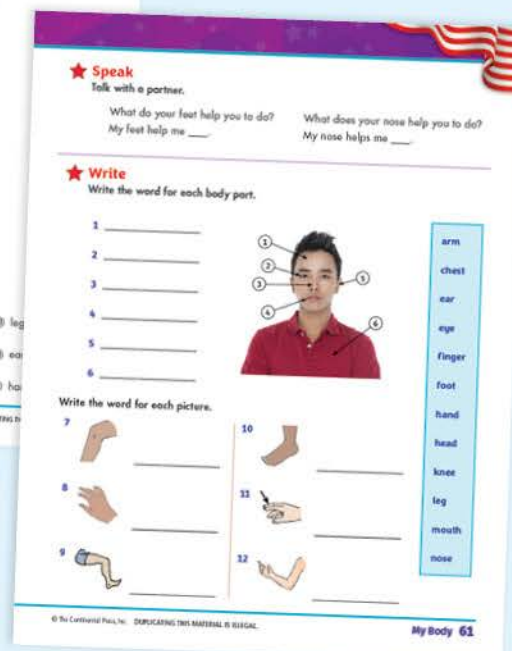
Student Book, Book 1



Conversation Cards



Student Book, Book 2



Vocabulary Picture Cards



## 1 Geography

**★ Listen**  
Listen and repeat.

Geography is the study of Earth's surface.

Earth has four hemispheres. A hemisphere means "half of a sphere."


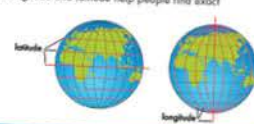
The equator divides Earth into the Northern Hemisphere and the Southern Hemisphere.

The prime meridian divides Earth into the Eastern Hemisphere and the Western Hemisphere.

The North Pole is at the top of Earth. The South Pole is at the bottom of Earth.

There are seven continents on Earth. Continents are large masses of land.

Look at a map or a globe. There are lines that run across. These are lines of latitude. There are also lines that run up and down. These are lines of longitude. Longitude and latitude help people find exact places on Earth.

8 Geography

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Student Book, Book 3

## ★ Read

Read the first part of the passage. Then answer the questions.

1 Find a map or a globe. Look closely. Do you see a grid of lines? Some run up and down. Others go from side to side. These lines are called latitude and longitude. Lines of latitude go from side to side, or east to west. Lines of longitude run up and down, or north to south. They are imaginary. They are not really on the surface of our planet like the oceans and continents. But they are very useful. They give every spot in the world its own address.

2 These lines are an important part of geography. Geography is the study of the earth's surface. Around 100 BC, a Greek man named Ptolemy made a grid of lines. He started with an idea that had been around a long time. He divided the distance around Earth into 360 degrees. But Ptolemy thought our planet was much smaller than it really is. So his system was not accurate. Over the centuries, people refined Ptolemy's system. Now it is used around the world.

3 Circle the name of the man who first made a grid of lines.

4 Underline the word that means "the study of the earth's surface."

5 Because Ptolemy believed Earth was much smaller than it is, \_\_\_\_\_

A his system was not useful  
B his system was not accurate  
C his system was quickly forgotten  
D the equator was in the wrong place

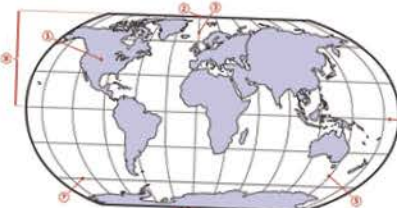
**★ Speak**  
Talk with a partner.  
What does it mean to refine something?  
To refine something means \_\_\_\_\_

10 Geography

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## ★ Write

Look at the map. Write the word that goes with each number on the map.



1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

continent  
equator  
latitude  
longitude  
Northern Hemisphere  
North Pole  
prime meridian  
South Pole

12 Geography

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## Picture Dictionary

Picture Dictionary shows students simple photographs with words to reinforce the vocabulary they are learning.

750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.

See page 64 for more details.

## The Classroom



1 computer  
2 books  
3 desk  
4 chair  
5 clock  
6 bulletin board  
7 whiteboard  
8 poster  
9 flag



backpack



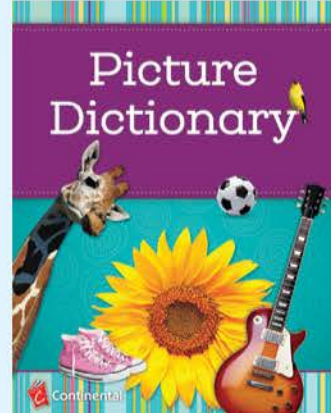
paper



pencil sharpener

51

## Picture Dictionary



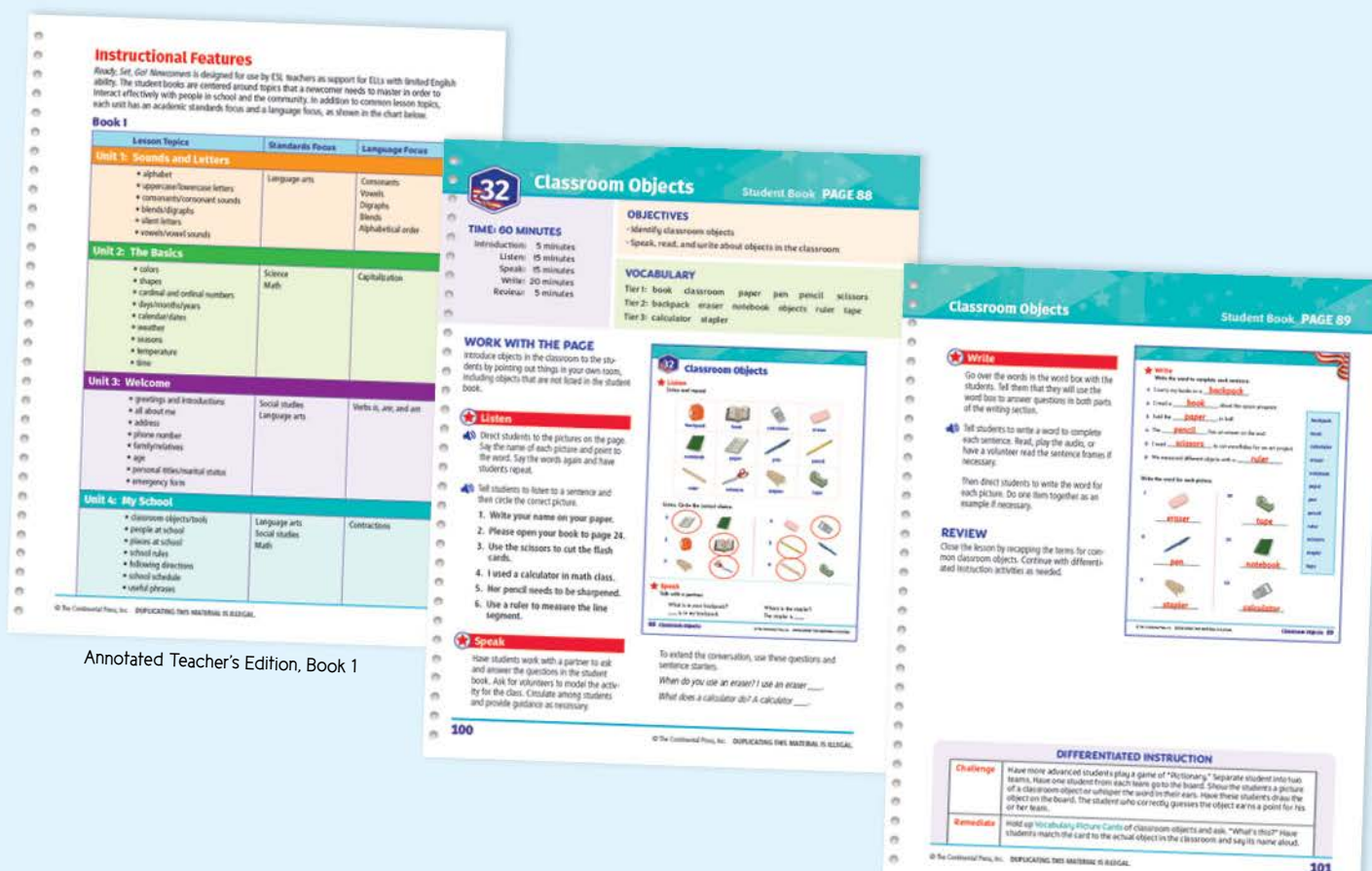
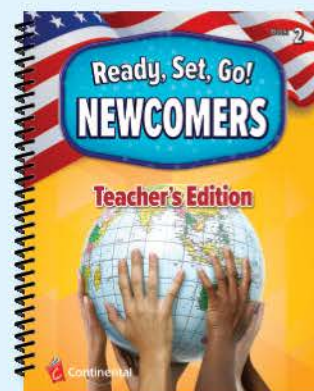
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## Annotated Teacher's Editions and Audio

Teacher's editions feature suggestions for use, support for social emotional development, ways to foster cultural awareness, and a skills assessment checklist. Resources for each lesson include:

- Lesson objectives
- Suggested time allotment for each activity
- Tiered vocabulary focus
- Audio script for listening activities
- Step-by-step teaching support
- Differentiated instruction strategies

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1 set of Vocabulary Picture Cards  
1 set of Newcomers Cards (number cards, alphabet cards, conversation cards)  
Convenient case, style may vary  
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Book 2 NF1353-0  
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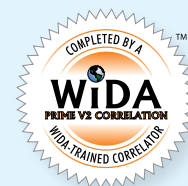
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Book 2 NF1356-1  
Book 3 NF1357-8

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Details on page 1.

# Finish Line for ELLs 2.0

## Progress Monitoring for WIDA's ACCESS for ELLs® 2.0 Exam

With the practice in *Finish Line for ELLs 2.0*, students improve their performance across the language domains and become familiar with item types on the ACCESS for ELLs 2.0 exam. Data from each completed lesson can be used to monitor progress and identify gaps in learning.



### Components—See pages 56–61.

- Student books, printed and interactive eBooks
- Annotated teacher's editions, printed and eBooks
- Audio downloads

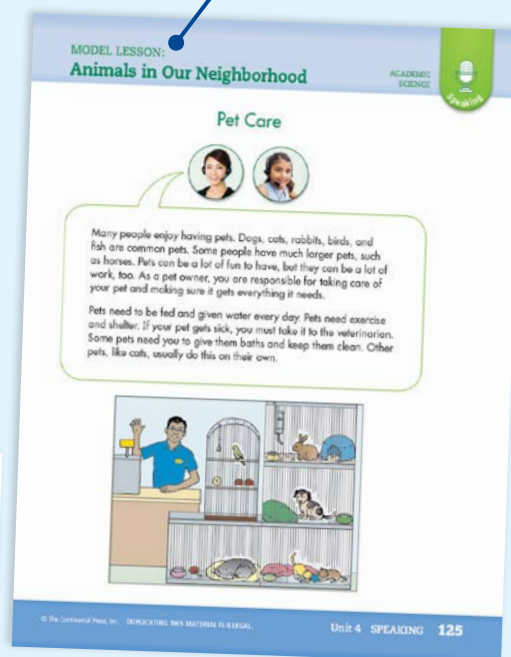
## Student Books

- **Listening, reading, speaking, and writing** units address five content areas.
- **Tested item types** include multiple choice, short and extended writing tasks, and oral response.
- Presentation mimics the online 2.0 exam to give students an **authentic test-taking experience**.
- A model lesson starts every unit to **show students what's expected**.
- Each question addresses a proficiency level and standard found on the 2.0 exam. The proficiency levels of the questions increase within each lesson to **promote advancement**.
- Student performance can be **measured using data** from each completed lesson.

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Lessons address content themes and are organized by language domain

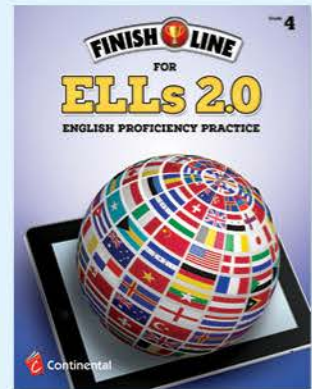
A model lesson for every unit





Mimics 2.0 test format with teacher and student speakers and heavy graphic support

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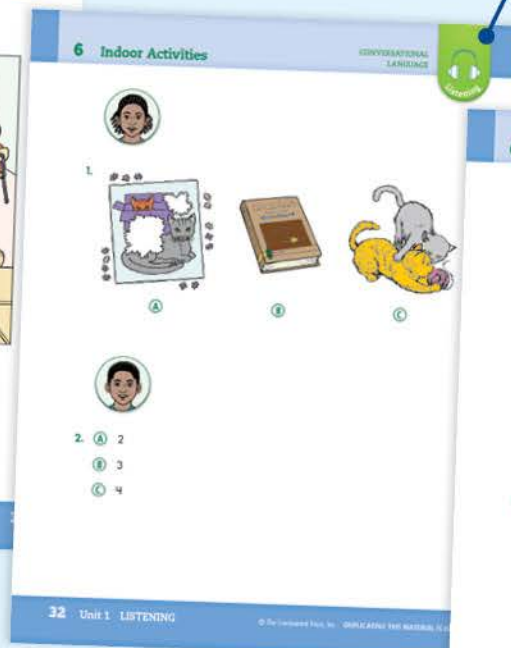
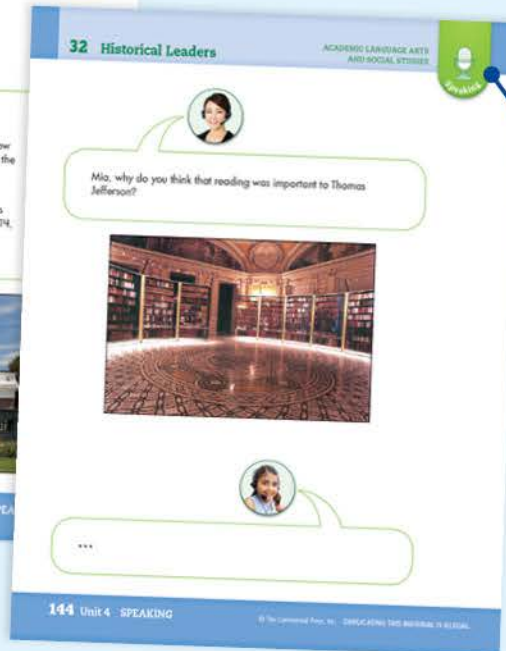


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Audio available for speaking and listening



Student Book, Grade 4



**Lesson 13 Time**

**As Time Goes By**

The Soto family is flying from New York to Florida. Mr. Soto tells the family that it is important to be able to solve problems about time when traveling.




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Reading lessons with a question for each passage

**13 Time**

The plane has landed in Florida. The Soto family gets their suitcases and rents a car. They drive to their hotel. The family gets to the hotel at 7:45 P.M.



1. Which clock shows 7:45?



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Writing lessons with short and extended tasks

**Lesson 29 Colonial Life**

**Travel in the Colonies**




Life in the American colonies was different than today. People had different ways of traveling and of getting from place to place.

Most people did not travel far from their homes. Since they did not go many places, they mainly walked to get where they needed to go. If they were able to afford a horse or a donkey, they could also ride.

Horses and donkeys could also be hitched to wagons and carts. This helped people travel in groups or haul goods from place to place. The rich may have owned nice carriages, so that they could ride in more comfort. Carriages were usually enclosed, so other people could not see in.

Not many people traveled long distances. Roads were not well made and could be dangerous. There were not many bridges, so water had to be crossed by using a ferry or by swimming.

Small boats were used for traveling on rivers. Boats were a faster way to travel, when there was water. People who traveled to other countries had to go by ship. Voyages took several weeks and could be dangerous because of storms.

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**29 Colonial Life**

Compare and contrast how people traveled in the late 1700s with how you travel today. Write a four-paragraph essay about the different methods of travel. Discuss things that have changed and things that have remained the same. How have these changes affected your life? Use details to support your writing.

**Plan Your Writing**

Think about these questions to help you get ideas for your essay.

- How do I travel places today?
- Are there any travel methods from the 1700s that are the same or similar to ways we travel today?
- Are there any new ways to travel today?
- How fast can we travel today? How fast could they travel in the 1700s?
- How is my life likely different because of these changes in transportation?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

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**29 Colonial Life**

**Check Your Writing**

Ask yourself:

- Did I write an essay?
- Did I organize my ideas in four paragraphs?
- Did I tell about ways that I travel today?
- Did I include details about how I travel and how the colonists traveled?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?

**STOP**

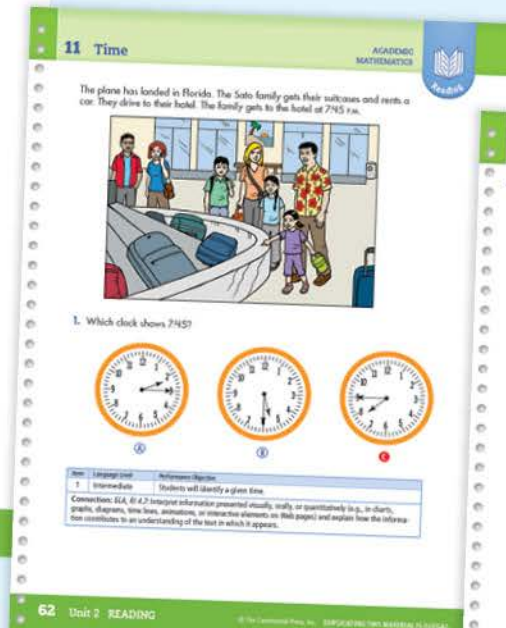
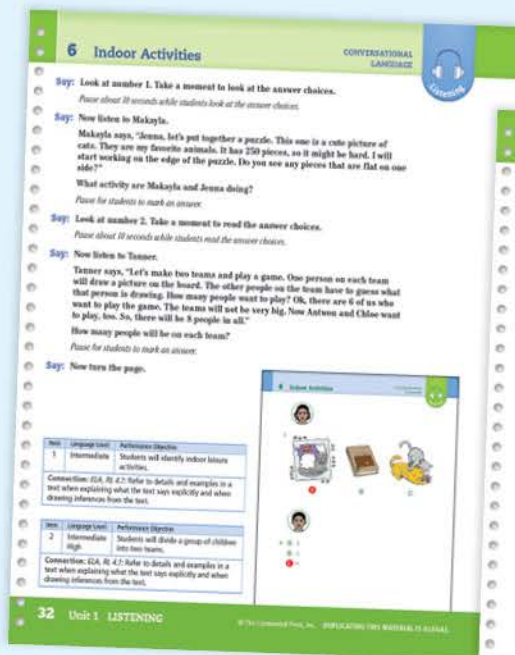
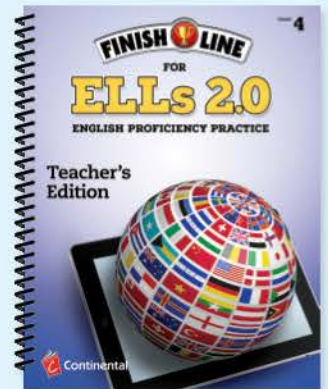
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## Annotated Teacher's Editions and Audio

Teacher's editions include audio download instructions, as well as:

- Teacher directions for each page
- Instructional notes
- Extension activities
- Language levels and performance objectives for the standards
- Common Core connections
- Parent letters in multiple languages
- Scoring forms and answer sheets with rubrics
- Book list for additional ELP practice

Audio provides oral reading of the listening and speaking activities from the teacher's edition to simulate the test-taking experience. Narrators/virtual teachers give directions and questions. Student/adult dialogue models student responses and demonstrates language expectations.



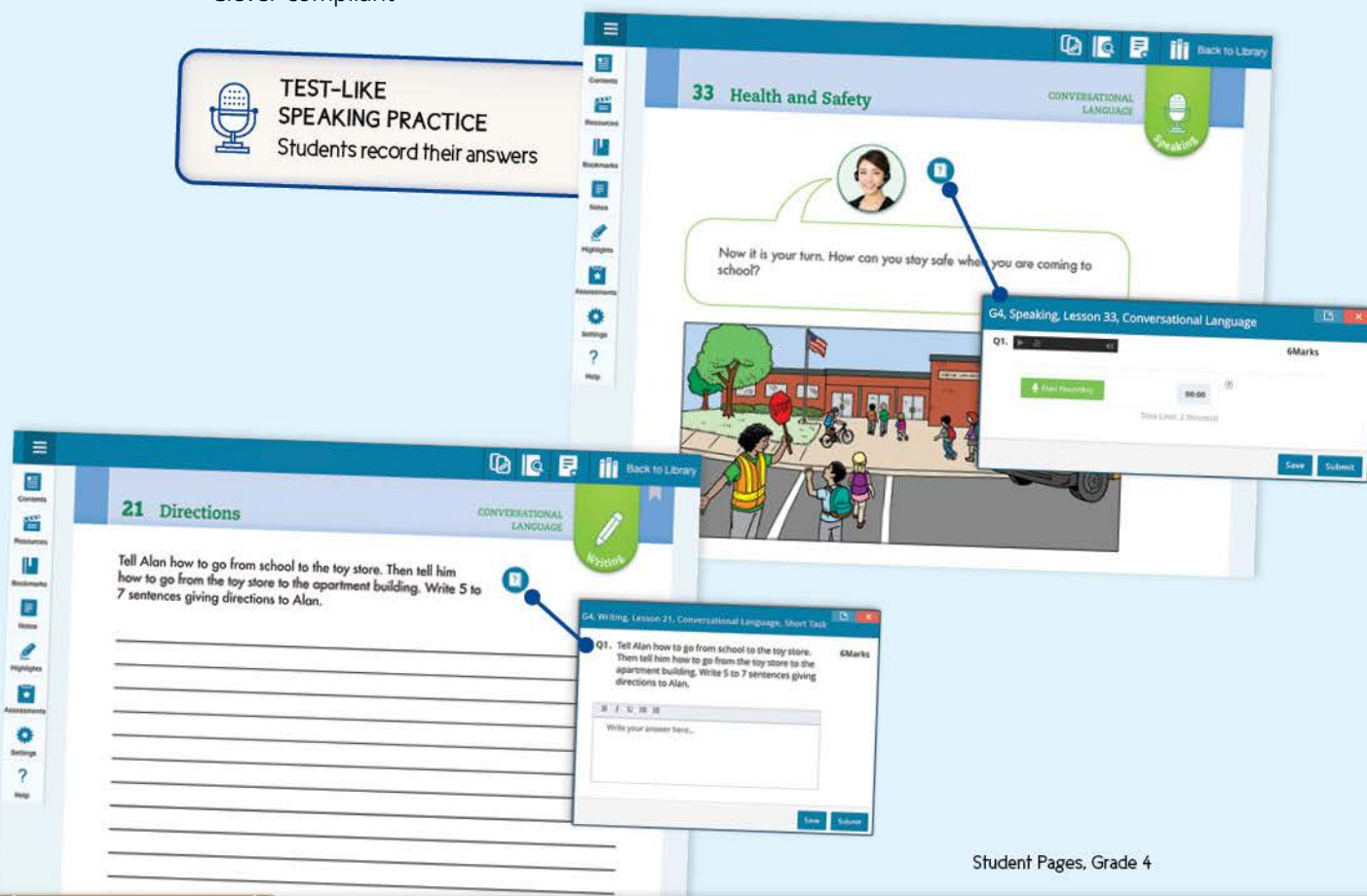
Annotated Teacher's Edition, Grade 4



## Interactive eBooks

Our interactive eBooks deliver the workbook lessons online. Functionality mimics WIDA's ACCESS for ELLs® 2.0 to give students authentic assessment practice, and built-in teacher tools allow you to monitor performance and progress.

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Grade 6	NF1787-3	NF0417-0
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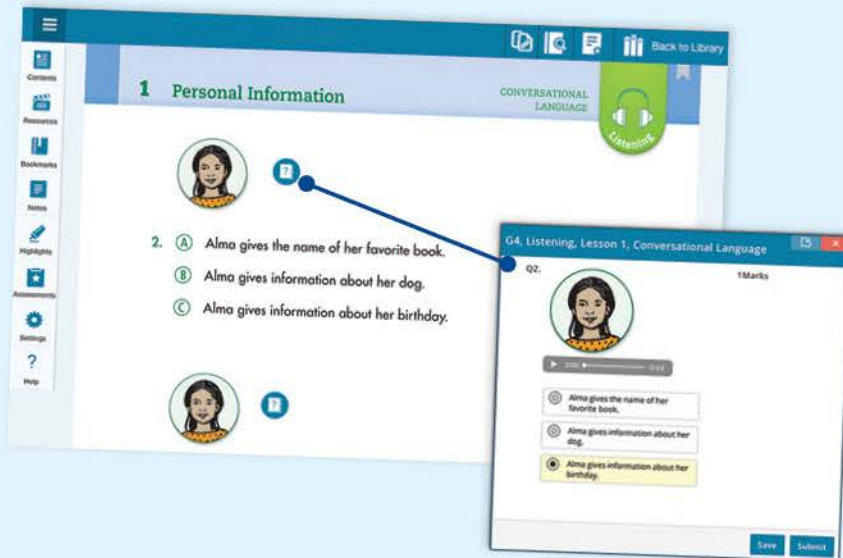
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Grade 6	NF0061-5	NF0390-6
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Performance Report

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Class: Continental First Grade

Sort By: Assessment

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Singh	Anur	Not Submitted	0%	66.67%	Not Submitted	66.67%	16.67%	100%
Hernandez	Elisa	100%	Not Submitted	Not Submitted	100%	33.33%	0%	66.67%

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Grade 6	NF0408-8
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# Exploring English Grammar

## Approachable Lessons to Improve Grammar Skills

*Exploring English Grammar* gives English learners manageable, step-by-step practice to improve their grammar skills. Students take an active role in the learning process as they answer open-ended questions, choose topics and audience, and modify existing text.

## Student Books

- **Two-page lessons** walk students through every skill.
- Grammar is **taught in context**, as opposed to isolated sentences.
- Units cover **content-area topics** that align to top core basal programs at grade level.
- Students apply their language skills in **reading and writing activities**.
- Books are assigned alpha levels so they can be used for **review at any grade level**.

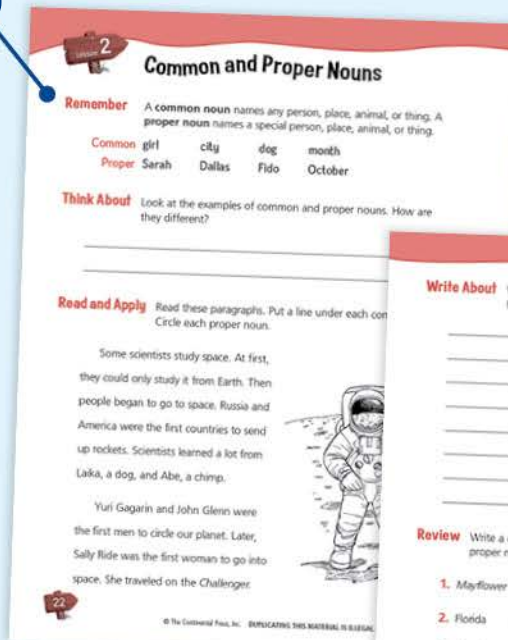
eBooks are available. [See features.](#)

## Annotated Teacher's Editions

A teacher resource for every level includes a series overview, series scope and sequence, suggestions for use, list of content area subject matter, parent letter for each unit, objective and enrichment activities for each lesson, and annotated student pages.

Examples show what's expected

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Lesson 3: Predicate Part	10
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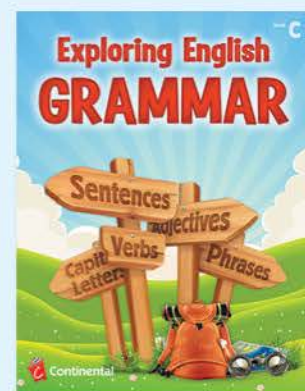


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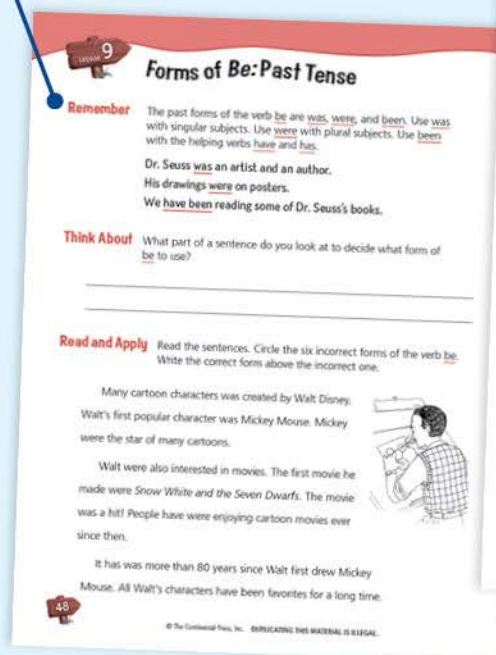
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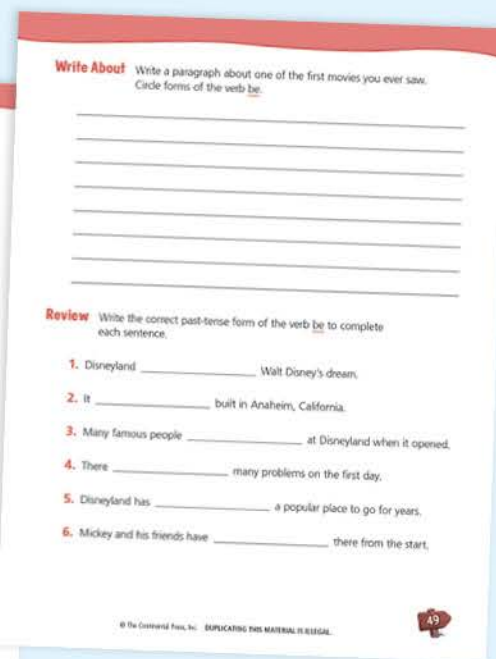
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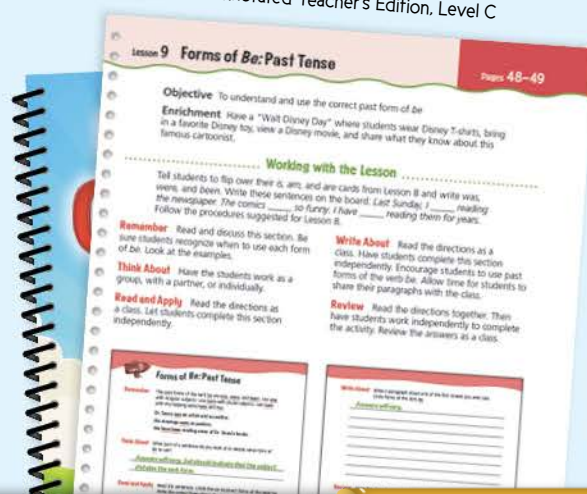
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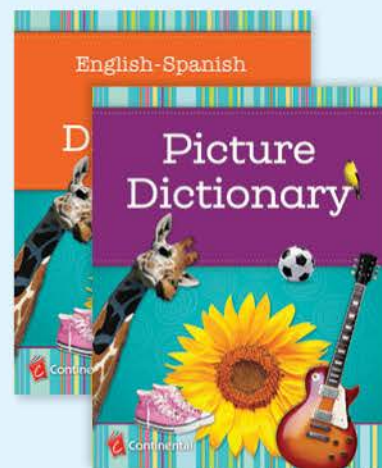
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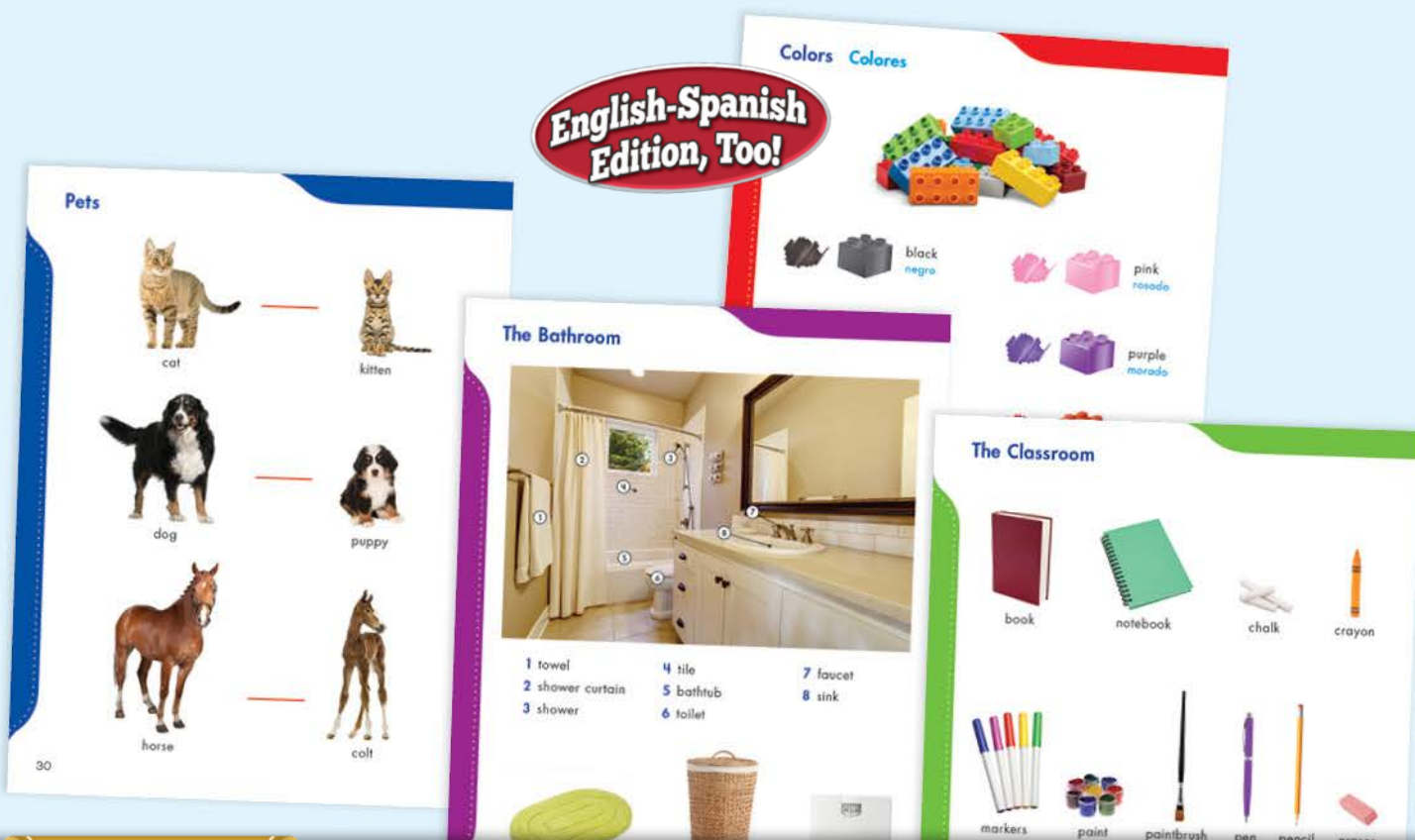
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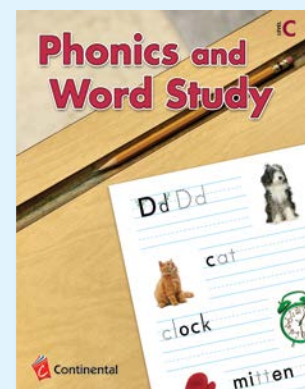
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- Books are assigned alpha levels, rather than grades, so you can discreetly move up and down the scale to **differentiate instruction**.

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Reading Levels 1-6  
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Approachable practice  
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Complete each word by writing the letters that stand for the sounds of the consonant blend you hear in the picture name.

st	sw	sp	sk	sn	tw
 ne ____	 ____ ider	 de ____	 ____ enty		
 ____ ing	 ____ amp	 ____ ow	 ____ unk		

Complete each sentence with one of the words below.

forest desk twice stamp skating spot swim snow

- Stacy can \_\_\_\_\_ from one end of the pool to the other.
- Many different animals live in the green \_\_\_\_\_.
- The ice on the lake is not safe for \_\_\_\_\_.
- A foot of \_\_\_\_\_ fell before the storm ended.
- How did you \_\_\_\_\_ the snow?

Level C

Trace the -en at the end of each word. Notice its meaning in each word.

- wooden — made of wood
- shorten — to make short

Add -en to each word in the list below. In the small box, write 1 if -en means "made of" or 2 if -en means "to make."

deep	wool	sweet
hard	earth	oak
gold	soft	dark

Complete each sentence with one of the words below.

wooden	lighten	darken	strengthen
straighten	shorten	golden	woolen

- Since the rope is too long, we'll have to \_\_\_\_\_ it.
- John \_\_\_\_\_ the wooden table.

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- Student books
- Annotated answer keys

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- **Single skill focus** is ideal for ELLs.
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- Skills are repeated in a **variety of formats so students learn and retain**.
- Reviews are presented periodically and at the end of each book for reinforcement.

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Went and Gone	
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ABC Order Review	
Capitalization Review	
Sentence Review	

### Saw and Seen

Circle the correct word to complete each sentence.



1. Mom has \_\_\_\_\_ many parades.  
saw    seen
2. I never \_\_\_\_\_ one.  
saw    seen
3. I \_\_\_\_\_ the band.  
saw    seen
4. We had \_\_\_\_\_ a float.  
saw    seen
5. Then we \_\_\_\_\_ the clowns.  
saw    seen

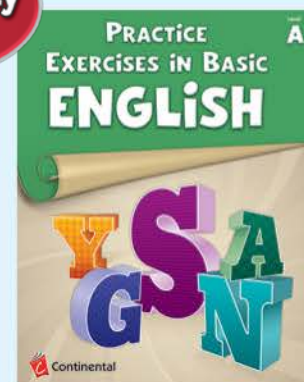
Skills repeated in  
a variety of formats

### Saw and Seen

Write saw or seen to complete each sentence.



1. The cat \_\_\_\_\_ the birds.  
.....
2. It has \_\_\_\_\_ many birds.  
.....
3. The birds have \_\_\_\_\_ the cat.  
.....
4. They \_\_\_\_\_ it look at them.  
.....
5. The cat \_\_\_\_\_ them fly away.  
.....

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## Commas with Dates

A comma (,) is used to separate the day from the year in a date.  
February 7, 1994 May 20, 1990

Place commas where they belong in these dates.

1. August 6 1960
2. April 6 1962
3. July 18 1216
4. June 14 1764
5. November 13 1495
6. December 21 1957
7. February 27 2011
8. October 5 1993
9. September 10 1955

When dates are used in sentences, a comma also separates the year from the rest of the sentence.

On July 20, 1969, Apollo 11 landed on the moon.

Place commas where they belong in these sentences.

1. On April 25 1777 Sybil Ludington rode 40 miles to gather troops to fight the British.
2. Texas became a state on December 29 1845.
3. On January 24 1848 gold was discovered in California.
4. Barack Obama became the 44th president of the United States on January 20 2009.
5. On December 17 1903 the Wright brothers were the first to fly in an airplane.
6. The first letter stamp was made on May 6 1840 in England.
7. On September 11 2001 terrorists attacked America.

86 PRACTICE EXERCISES IN BASIC ENGLISH

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Level D

## Comma Review

A comma is used:

- 1) after a word like yes, no, or well when it is the first word of a sentence;
- 2) after each word in a series except the last one;
- 3) to separate the day from the year in a date, and the year from the rest of a sentence;
- 4) to separate the name of a city from the name of a state, and the name of the state from the rest of a sentence.

Place commas where they belong in these sentences.



1. Jamestown Virginia was founded on May 14 1607 by a group of settlers from England.
2. Yes this was the first permanent English settlement in the New World.
3. Well about 100 men came in three large ships.
4. No the ships did not stay.
5. The settlers marked timbered and chopped down trees for homes.
6. They worked hard to make a sturdy strong and comfortable fort.
7. I visited Jamestown Virginia to celebrate its 400th anniversary on May 14 2007.
8. Visitors can see the site of the original fort church tower and buildings.

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Skill introduction

## Good and Well

Good is an adjective that describes a noun or pronoun. Well is an adverb that tells how something is done.

Justin skates well.  
He's a good ice hockey player.

Write good or well to complete the sentences below correctly.



I hope to do \_\_\_\_\_ on the test tomorrow. I've always been a \_\_\_\_\_ student, and I get \_\_\_\_\_ grades. But I don't always do \_\_\_\_\_ on tests. When I take a test, I get nervous and forget things. Maybe it's because I want so much to do \_\_\_\_\_. Before a test, I always get a \_\_\_\_\_ night's sleep so that I'm \_\_\_\_\_ rested. I also eat a \_\_\_\_\_ breakfast. To do \_\_\_\_\_

Level F

## Homophones

Homophones are words that sound alike but are spelled differently and have different meanings.

brakes — breaks

In each group of words below, circle a homophone for the underlined word.

- |   |  |   |
|---|--|---|
| 1. so<br>snow<br>see<br>soon<br>soap                | 6. though<br>bought<br>bow<br>buy<br>borne       | 11. dot<br>done<br>don't<br>double<br>dough |
| 2. forth<br>fought<br>force<br>fourth<br>fort       | 7. shoot<br>shone<br>chute<br>shot<br>chose      | 12. few<br>flower<br>flu<br>fly<br>float    |
| 3. peeling<br>civil<br>celery<br>sealing<br>scenery | 8. prey<br>present<br>practice<br>prey<br>parade | 13. herd<br>her<br>hear<br>help<br>heard    |
| 4. fair<br>fence<br>fare<br>fate                    | 9. bear<br>beard<br>bared<br>bare                | 14. suite<br>sweet<br>sweat<br>seal         |

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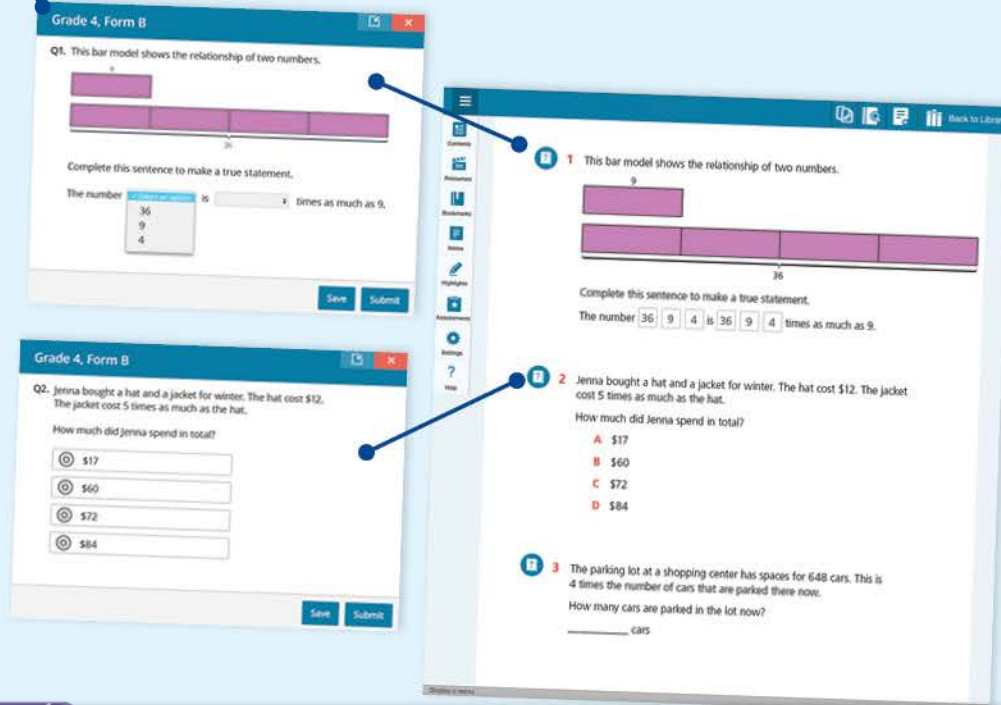


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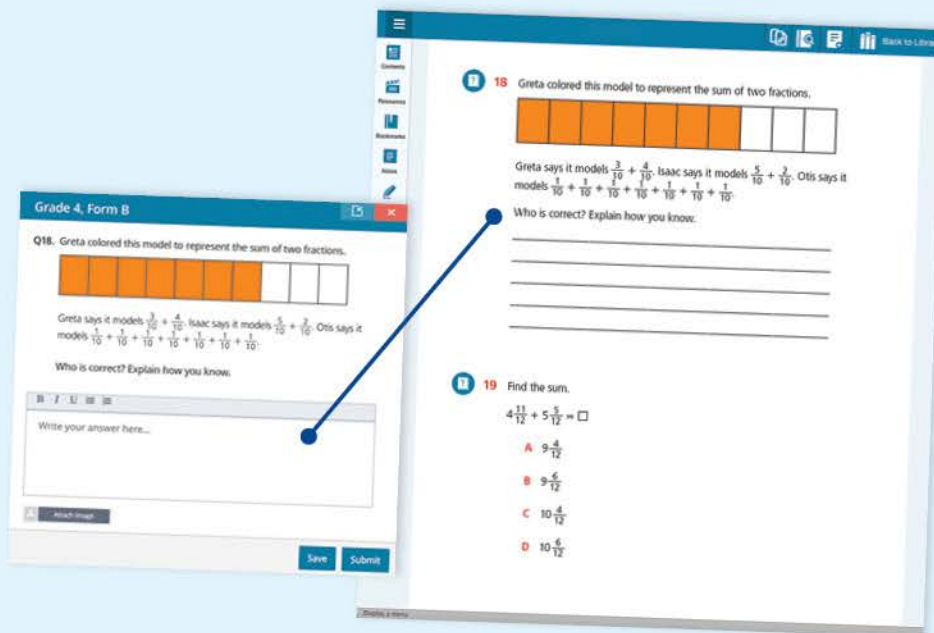
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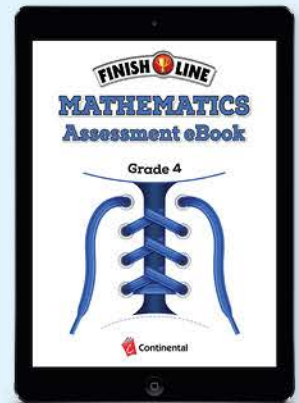
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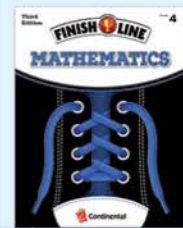
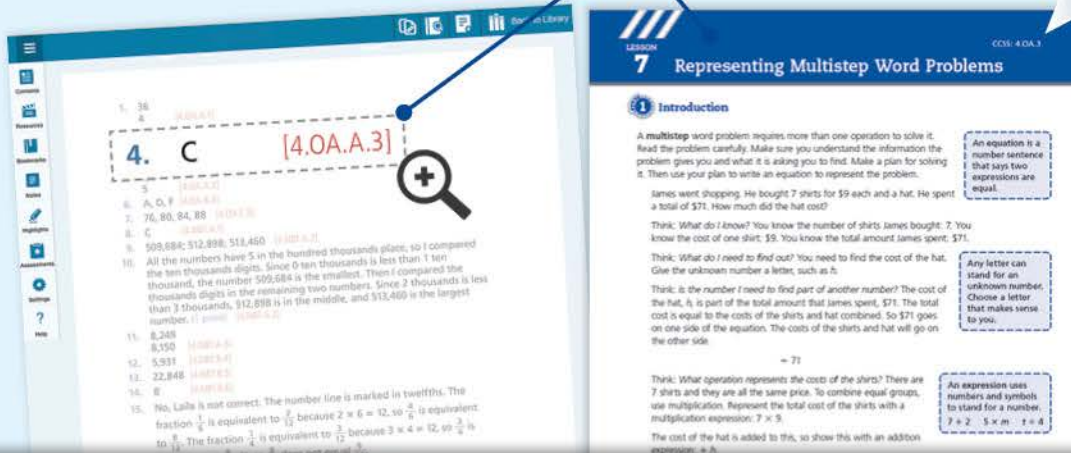
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### 1 Multiplying and Dividing Whole Numbers

CC.4.NBT.5, 6

#### 1 Introduction

Multiplication is a way to show repeated addition of the same number. The numbers that you multiply are **factors**, and the answer you find is the **product**.

One method of multiplying is by making an **area model**, which is a rectangular model divided into squares.

The area model has 3 rows of 12 squares for a total of 36 squares. You can write  $3 \times 12 = 36$ .

For larger numbers, you can use vertical multiplication. Vertical multiplication is a shortened version of multiplying by place value.

$$\begin{array}{r} 24 \\ \times 11 \\ \hline 24 \\ 240 \\ \hline 264 \end{array}$$

Write the numbers by aligning the digits in the same place. Then multiply one place value at a time and add the partial products.

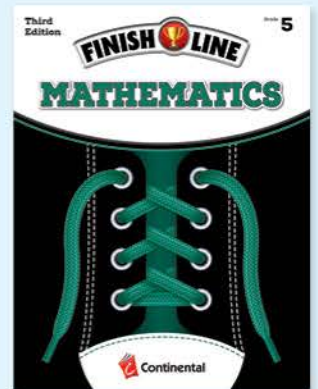
Division separates a number into equal groups. Multiplication and division are **inverse operations**, or operations that "undo" one another. To divide small numbers, you can use mental math or fact families. For greater numbers, you can use long division.

Find the quotient of  $371 \div 7$ .

$$\begin{array}{r} 53 \\ 7 \overline{)371} \\ \underline{35} \phantom{1} \\ 21 \phantom{1} \\ \underline{21} \phantom{1} \\ 0 \end{array}$$

Start with the hundreds place. Check if 7 goes into 3. It does not. Move to the next place. Check if 7 goes into 36. It does, about 5 times. Subtract the product of 5 and 7, 35, from 37. Bring down the next number from the dividend, 1. Check if 7 goes into 21. It does, 3 times. Subtract the product of 3 and 7, 21, from 21. There are no more numbers to bring down. So  $371 \div 7 = 53$ .

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Question for  
critical thinking

**PART #1**

**Lesson 21** Multiplying Whole Numbers and Fractions

**1 Introduction**

Use multiplication to find fractions of whole numbers. Models can help you find the answer.

$\frac{1}{2} \times 4 = 2$

The number line shows sections of  $\frac{1}{2}$ . Four times  $\frac{1}{2}$  results in 2 wholes.

Sandwiches cut in half are on a plate. If there are 4 half sandwiches on the plate, how many total sandwiches are there?

There are  $\frac{1}{2} \times 4$  sandwiches, or 2 sandwiches, on the plate.

Whole numbers can also be multiplied by fractions by multiplying the whole number by the numerator and writing the product over the denominator.

$\frac{1}{2} \times 4 = \frac{1 \times 4}{2} = \frac{4}{2} = 2$

The fraction bar also shows division. Divide the numerator by the denominator.

**Think About It**

When multiplying a fraction and a whole number, why is the denominator not multiplied by the whole number, too? Explain your answer.

172 UNIT 4: Number and Operations—Fractions

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Leading questions

Hints and reminders

**PART #2**

**2 Focused Instruction**

Use diagrams or equations to help you multiply whole numbers and fractions.

There are 52 players on a football team. One-fourth of the players have uniform numbers with the digit 6. How many players on the team have the digit 6 on their uniforms?

What does "one-fourth of the players" mean in terms of operations?

Draw a diagram that can be used to show what is happening in the problem, using an X to represent each player.

Write a multiplication expression that can be used to find the number of players with a 6 on their uniforms.

Write a division problem that can be used to find the number of players on their uniforms.

How many players have the digit 6 on their uniforms?

Milena has 20 sheets of fancy paper. She uses  $\frac{3}{5}$  of the sheets to make a model. Draw a model to help you find the number of sheets of fancy paper used. Draw 20 sheets of paper. Divide them into 5 equal groups.

What fraction of the paper did Milena use?

How many groups in your model do you need to shade to show this fraction?

Shade this number of groups. How many pieces of paper did you shade?

Fill in the multiplication expression to find the number of sheets of fancy paper Milena used.

Can you cancel common factors to do this multiplication?

Find the value of your multiplication expression. Cancel common factors if possible.

How many pieces of fancy paper did Milena use?

Use what you know about multiplying fractions and whole numbers to find these products.

1  $6 \times \frac{3}{4} =$

2  $10 \times \frac{2}{5} =$

3  $\frac{11}{12} \times 12 =$

174 UNIT 4: Number and Operations—Fractions

**PART #3**

**3 Guided Practice**

Solve the following problems.

1 The top of a dining table is  $\frac{3}{4}$  feet by 5 feet. What is the area of the tabletop? Show your work.

Find the area of a rectangle by multiplying length and width.

Answer \_\_\_\_\_ square feet

2 There are 4 large water jugs that are set outside a baseball team's dugout. After the fourth inning,  $\frac{2}{3}$  of the water in the jugs remains. How many jugs of water are left? Show your work.

Use an equation or a model to multiply.

Answer \_\_\_\_\_ jugs

3 A yarn factory makes a small spool of yarn with 90 yards of yarn. A large spool has  $2\frac{1}{3}$  times more yarn in a spool. How much yarn does the larger spool have? Show your work.

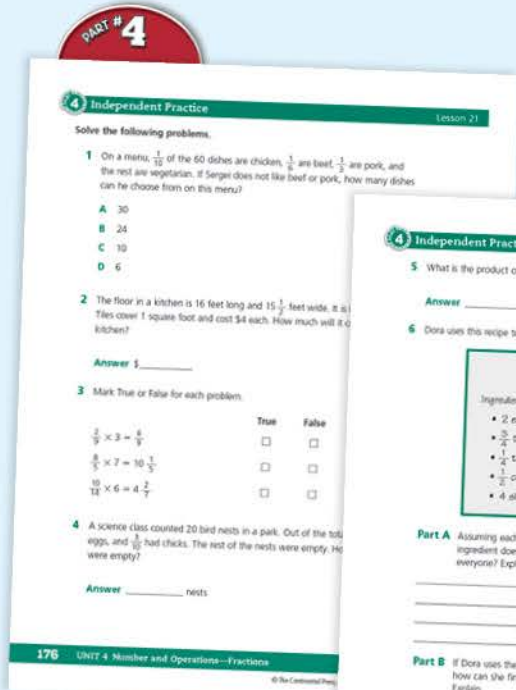
Change mixed numbers to improper fractions before multiplying.

Answer \_\_\_\_\_ yards

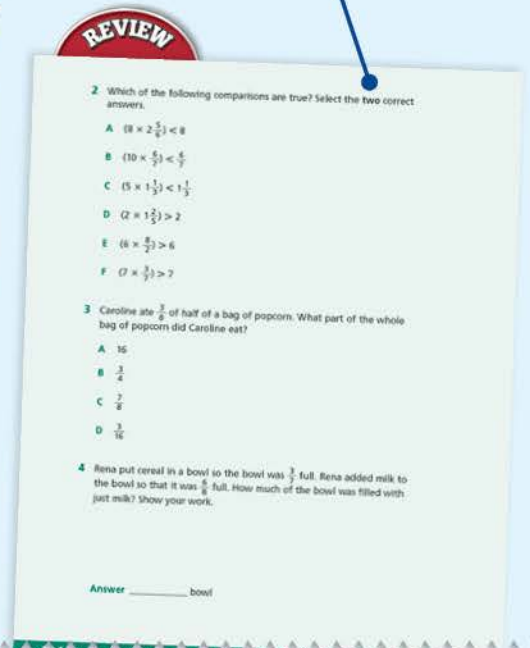
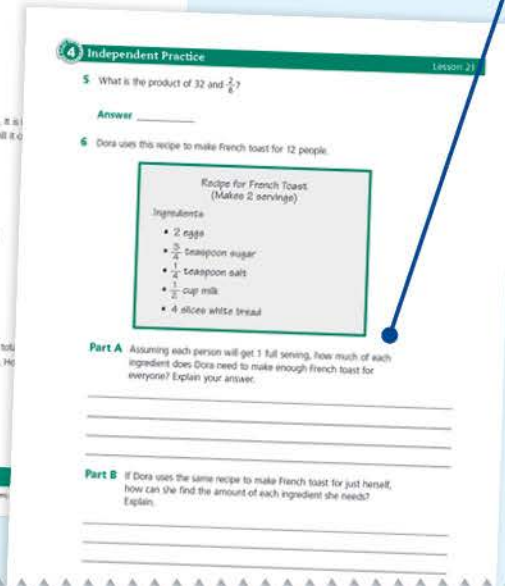
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Item types that promote critical thinking



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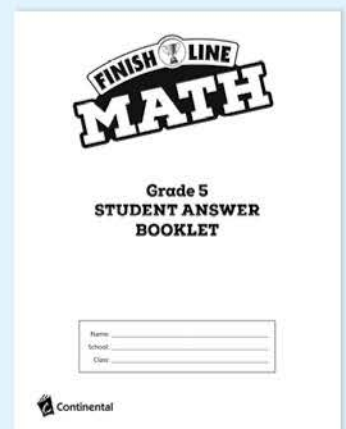
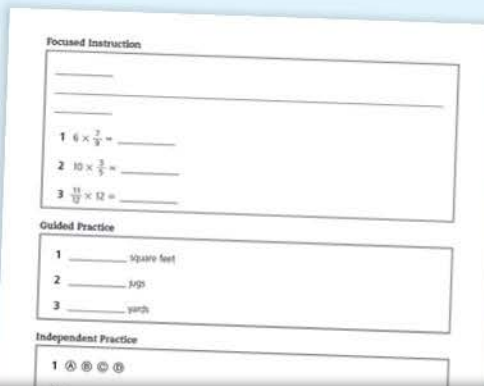


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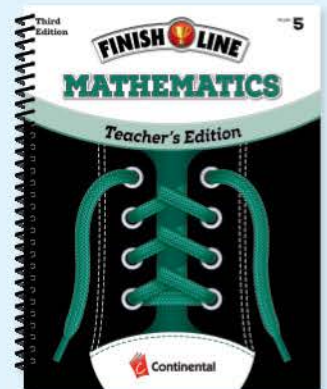
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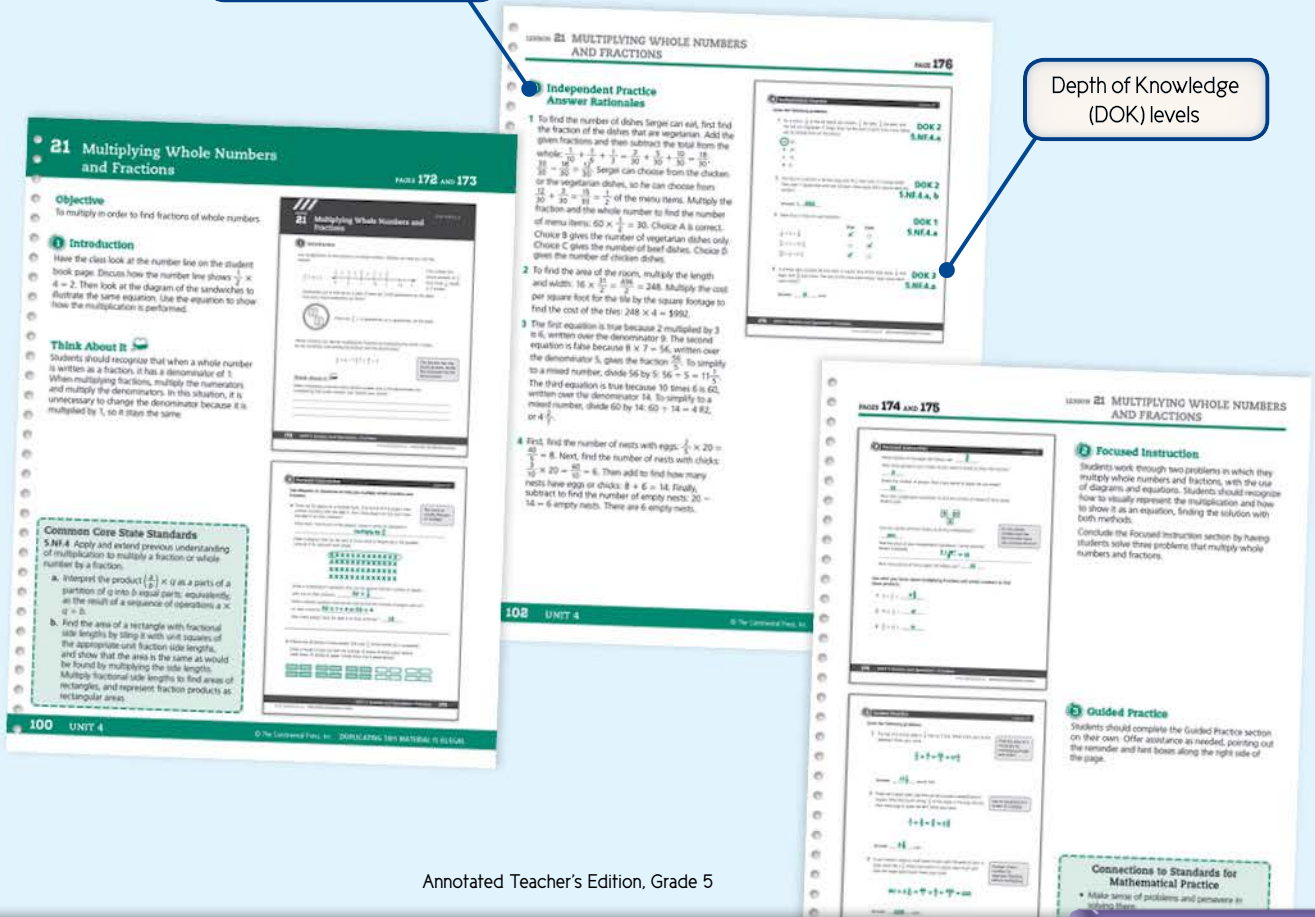
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Important reminders  
and vocabulary

**PART #1**

**LESSON 2**

**Meaning of Division**

3.OA.2

Use division to find how many are in each group.

12 split into 4 groups  
 $12 \div 4 = 3$  in a group

Use division to find how many groups.

12 split into groups of 4  
 $12 \div 4 = 3$  groups

The dividend is the number being divided. The divisor is the number doing the dividing. The quotient is the answer.

Divisor  
 $8 \div 4 = 2$

Dividend: Quotient  
Draw a picture to help you do division.  
 $8 \div 2 = \square$

Draw 8 dots. Circle groups of 2 dots.

There are 4 groups of 2, so  $8 \div 2 = 4$ .

In repeated subtraction, count the number of times you subtracted to reach 0. That number is the quotient.

Division is used to split a group into smaller groups of equal size. Think of division as equal sharing or as repeated subtraction.

Jun and his 3 brothers are sharing a pizza equally. There are 8 slices of pizza. How many slices will each boy get?

Think of equal sharing. Put 8 slices into 4 equal groups. Put one slice of pizza into each group until all the slices are gone.

Use repeated subtraction. Begin by subtracting 4 from 8. Keep subtracting 4 until you reach 0.

$8 - 4 = 4$   
 $4 - 4 = 0$  You can subtract 4 two times.

Use division to find out how many there are in each group.

Total number  
4  
 $8 \div 4 = 2$

Number of equal groups: 4  
Number in each group: 2

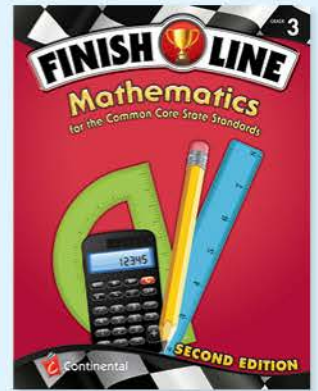
Each boy will get 2 slices of pizza.

**UNIT 1** Understanding Multiplication and Division

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Sample problems  
with answer explanations

**PART #2**

**Read each problem. Circle the letter of the best answer.**

**SAMPLE** Margo has 18 fish and 6 tanks. He puts the same number of fish in each tank. Which number sentence shows the number of fish in each tank?

A  $18 \div 6 = 3$       C  $18 - 6 = 12$   
B  $18 \times 6 = 108$       D  $6 \div 6 = 1$

The correct answer is A. There are 18 fish in all. They need to be divided equally into 6 tanks. The number sentence  $18 \div 6 = 3$  shows the number of fish in each tank.

1 Beth used the repeated subtraction below to find a quotient.

$24 - 6 = 18$   
 $18 - 6 = 12$   
 $12 - 6 = 6$   
 $6 - 6 = 0$


Which division problem did Beth do?

A  $24 \div 6 = 4$       C  $18 \div 3 = 6$   
B  $24 \div 24 = 1$       D  $24 \div 4 = 6$

2 Kayla has 10 sweaters in 2 boxes. Which number sentence shows how many sweaters are in each box?

A  $10 - 2 = 8$       C  $10 \div 5 = 2$   
B  $2 \times 5 = 10$       D  $10 \div 2 = 5$

3 Which number sentence best represents the picture below?



A  $3 \times 1 = 3$       C  $9 \div 3 = 3$   
B  $3 \times 3 = 9$       D  $9 - 3 = 6$





4 Gai buys 20 plants. She wants to put 4 plants together in a pot. Which number sentence shows the number of pots that Gai needs?

A  $20 \div 4 = 24$       C  $20 - 4 = 16$   
B  $20 \div 4 = 5$       D  $5 \times 4 = 20$

5 A group of 42 students is riding in vans. Each van can hold 7 students. Which number sentence shows how many vans are needed for all the students?

A  $42 - 7 = 35$       C  $42 \div 6 = 7$   
B  $42 \div 7 = 6$       D  $42 \div 7 = 49$

6 Which array models the number sentence  $15 \div 3 = 5$ ?

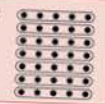
A       C   
B       D 

**UNIT 1 Understanding Multiplication and Division**

**Read each problem. Write your answer.**

**SAMPLE** Draw a picture to model the number sentence  $35 \div 7 = 5$ .

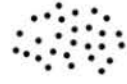
The number sentence shows that 35 objects arranged in 7 rows will have 5 objects in each row. The picture could look like this:



7 Use repeated subtraction to find how many equal groups of 9 are in 36. Then write a division number sentence based on your repeated subtraction.

8 Nick has 42 sticks of gum. He says that he can share the sticks equally among 5 people. Is he correct? Explain.

9 Circle the dots to show 4 equal groups of 7 dots. Then write a division sentence.



**Answer** \_\_\_\_\_

**UNIT 1 Understanding Multiplication and Division**

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Hints and reminders

**PART #3**

**Read the problem. Write your answer to each part.**

10 Leo and his father are building a birdhouse for their backyard.

**Part A** Leo and his father buy a wooden rod that is 14 inches long. They need to make 10 shorter rods. Each rod must be 6 inches long. Do they have enough wood to make all 10 pieces? Explain your answer using division.



**Part B** Leo says that he and his father should have bought a 60-inch rod to get 10 pieces that are 6 inches long. Is he correct? Explain.

**UNIT 1 Understanding Multiplication and Division**

**REVIEW**

**Understanding Multiplication and Division**

**Read each problem. Circle the letter of the best answer.**

1 Sureth has 3 packs of batteries. Each pack has 5 batteries. Which number sentence shows the total number of batteries?

A  $3 \times 3 = 9$       C  $3 \times 5 = 15$   
B  $3 \times 4 = 12$       D  $5 \times 5 = 25$

2 Find the product of  $7 \times 5$ .

A 12      C 30  
B 28      D 35

3 Which fact is in the same fact family as  $24 \div 6 = 4$ ?

A  $6 \times 3 = 18$       C  $8 \times 3 = 24$   
B  $4 \times 6 = 24$       D  $4 \div 6 = 10$

4 What number is missing in this number sentence?

$2 \times (6 \times 3) = (2 \times \square) \times 3$

A 2      C 6  
B 3      D 18

5 Divide  $49 \div 7$ .

A 4      C 10  
B 7      D 42

6 What number goes in the box to make this number sentence true?

$10 \times 4 = 4 \times \square$

A 4      C 8  
B 6      D 10

**UNIT 1 Understanding Multiplication and Division**


**PRACTICE TEST**

**Read each problem. Circle the letter of the best answer.**

1 Each room in Akos's house has 2 windows. There are 6 rooms. Which number sentence shows the total number of windows?

A  $8 \div 2 = 4$       C  $2 \times 8 = 16$   
B  $2 \times 6 = 12$       D  $2 \times 4 = 8$

2 What fraction of the circle is shaded?



A  $\frac{3}{8}$       C  $\frac{3}{6}$   
B  $\frac{3}{4}$       D  $\frac{3}{3}$





3 Subtract:  $548 - 73$

A 425      C 476  
B 475      D 575


4 Porter collects coins. His coin book holds 30 coins in rows of 5. Which equation shows how many rows there are?

A  $30 \times 5 = 5$       C  $30 \div 5 = 5$   
B  $5 \times 30 = 5$       D  $5 \div 30 = 5$

5 Which figure below is a polygon?

A       C   
B       D 

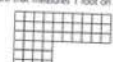
6 Cora is getting ready for bed at the time shown below.



What time does the clock show?

A 9:37      C 8:42  
B 8:37      D 7:43

7 This patio is covered with tile. Each tile is a square that measures 1 foot on a side.



What is the area of the patio?

A 18 square feet      C 12 square feet  
B 12 square feet      D 18 square feet

**PART #1**

**LESSON 3**

## Adding and Subtracting Fractions

4.NF.3.a, b

If the fractions have different denominators, you must first find a common denominator.

When you draw models of fractions to add or subtract, the models for each whole must be the same size. That way, the parts being added are the same size.

You can also use models to find a difference.

When you add or subtract fractions, the fractions must have the same denominator.

You can use models to find a sum or difference of fractions with the same denominator.

Find  $\frac{1}{2} + \frac{1}{2}$ .

First, draw and shade a model of each fraction.

Then add the shaded part of each model together and draw a model of the sum.

So,  $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ .

When fractions have the same denominator, you can also find a sum or difference by adding or subtracting the numerators.

What is  $\frac{3}{4} - \frac{1}{4}$ ?

Both  $\frac{3}{4}$  and  $\frac{1}{4}$  have the same denominator. You can find the difference by subtracting their numerators,  $3 - 1$ , and using their common denominator, 4. Write the answer in lowest terms.

So,  $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$ .

UNIT 4 Fractions

**PART #2**

Read each problem. Circle the letter of the best answer.

**SAMPLE** Martin makes spice cookies. He adds  $\frac{1}{8}$  teaspoon of cinnamon,  $\frac{1}{8}$  teaspoon of allspice, and  $\frac{1}{8}$  teaspoon of nutmeg. How much spice did Martin add altogether?

A  $\frac{3}{8}$  teaspoons      C  $\frac{3}{24}$  teaspoon  
B 3 teaspoons      D  $\frac{3}{8}$  teaspoon




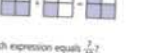


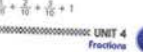

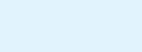
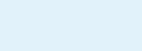
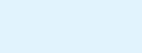
The correct answer is D. The denominators are the same, so just add the numerators to find the sum:  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$ .

1 What is  $\frac{5}{10} - \frac{6}{10}$ ?  
A  $\frac{3}{10}$       C  $\frac{3}{0}$   
B  $\frac{11}{10}$       D  $\frac{7}{10}$

2 Which number sentence is true?  
A  $\frac{1}{8} + \frac{5}{8} = \frac{6}{8}$       C  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5}$   
B  $\frac{7}{12} + \frac{7}{12} = \frac{10}{12}$       D  $\frac{7}{10} + \frac{7}{10} = \frac{14}{20}$

3 Which expression equals  $\frac{1}{5}$ ?  
A  $\frac{3}{5} + \frac{2}{5}$       C  $\frac{11}{10} - \frac{6}{10}$   
B  $\frac{8}{10} - 4$       D  $\frac{4}{10} + \frac{1}{10}$

4 What is the answer to  $\frac{1}{5} + \frac{2}{5}$ ?  
A  $\frac{3}{5}$       C  $\frac{1}{5}$   
B  $\frac{2}{5}$       D  $\frac{3}{5}$

5 Which model does not show a true situation?  
A  +  =   
B  +  =   
C  =   
D  +  = 

6 Which expression equals  $\frac{7}{10}$ ?  
A  $\frac{9}{10} - \frac{2}{10}$   
B  $7 - \frac{3}{10}$   
C  $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$   
D  $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + 1$

UNIT 4 Fractions

**PART #3**

Read each problem. Write your answer.

**SAMPLE** Quinn is watching a science movie that is 1 hour long. Each scene in the movie lasts  $\frac{1}{4}$  hour. How many scenes are there in the movie?

Answer \_\_\_\_\_

Remember that 1 hour is the same as  $\frac{4}{4}$  hour.  $\frac{4}{4} = \frac{1}{1} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ . So, there are six  $\frac{1}{4}$ -hour scenes in  $\frac{4}{4}$  or 1 hour.



7 Tyrone wrote  $\frac{1}{4}$  of his book report on Monday,  $\frac{2}{4}$  on Tuesday, and another  $\frac{1}{4}$  on Wednesday. How much of his report did Tyrone write by the end of Wednesday? Show your work.

Answer \_\_\_\_\_

8 Sonya wants to walk  $\frac{3}{10}$  mile. She has already walked  $\frac{1}{10}$  mile. How much farther does she have to walk to meet her goal? Explain how you found your answer.

Answer \_\_\_\_\_

9 Varn believes he can completely fill the empty glass on the right using the liquid in the three glasses shown on the left. Is he correct? Explain your answer.

 + 

Read the problem. Write your answer to each part.

10 Lois is learning how to read musical notes. She has learned about whole notes, half notes, quarter notes, and eighth notes.

**Part A** Lois knows that 1 whole note is equal to 4 quarter notes. Write a number sentence that shows this.

Answer \_\_\_\_\_

**Part B** Lois believes there are the same number of eighth notes in a half note as there are quarter notes in a whole note. Is she correct? Explain how you got your answer and draw a model to prove it.

Answer \_\_\_\_\_

The word quarter means "one-fourth." You can represent it using the fraction  $\frac{1}{4}$ .

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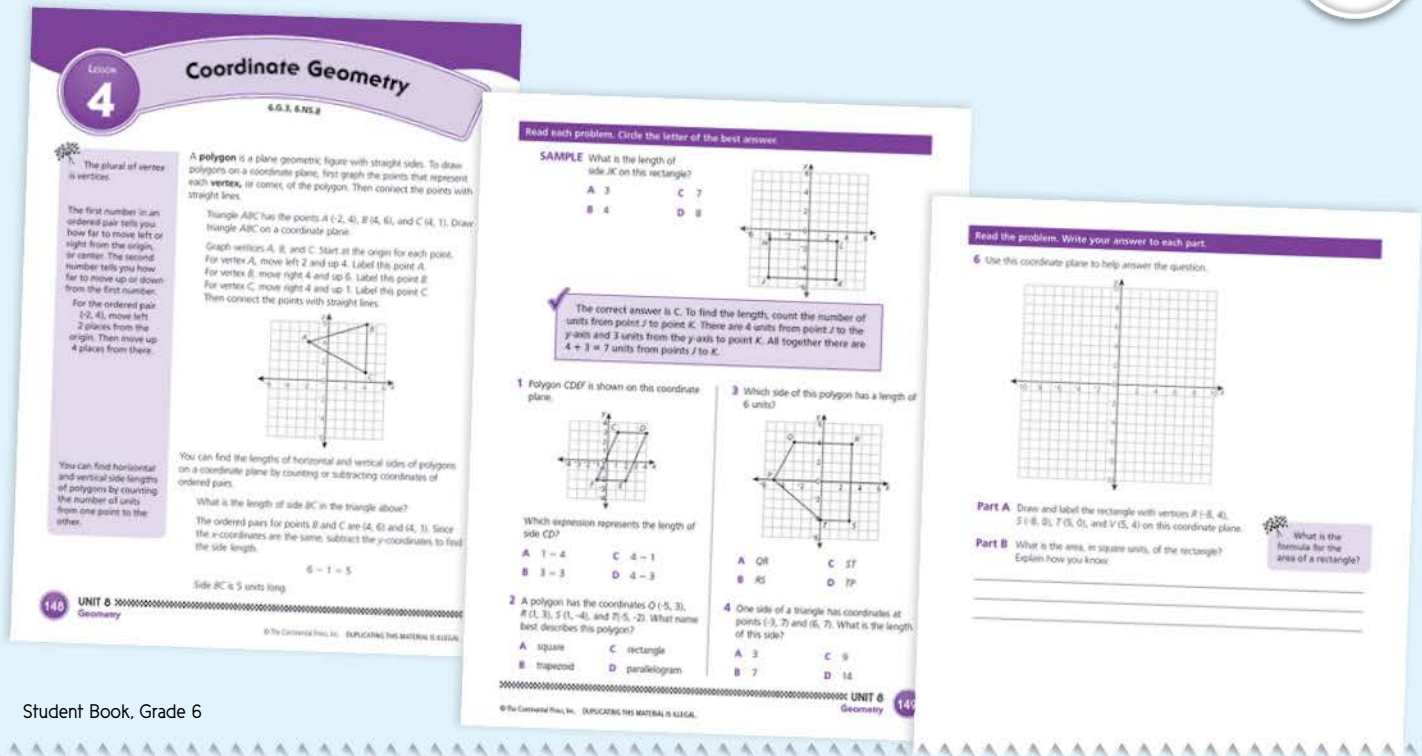
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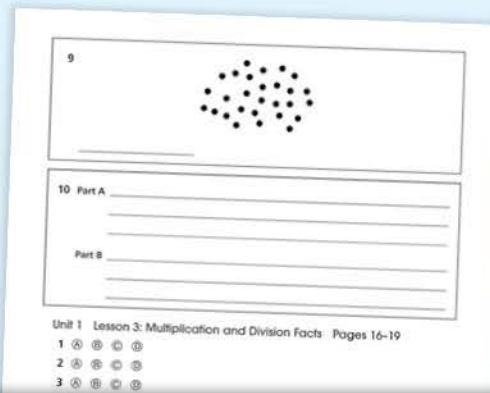
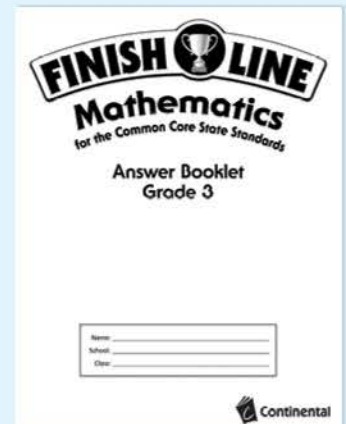
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# Get Set for Math

## Assessment Practice for State Math Tests

Unfamiliar item types can trip up test takers, even for the best students. *Get Set for Math* provides standards-based practice for the types of questions students will encounter on end-of-year state assessments.

### Practice for Assessment Items

Question types throughout the books, with a focus in the Independent Practice section, include those on state assessments. Tech-enhanced questions have been modified for print.

- Perform computations
- Plot points on a coordinate plane
- Complete a table
- Measure or draw a figure
- Answer multiple-choice and open-ended questions with:
  - more than one right answer
  - multiple, building parts

### Components—See pages 78–81

- Student books, printed and eBooks
- Annotated teacher's editions, printed and eBooks

## Student Books

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**Part #1, Focus Lesson:** Review of the skills and concepts, followed by a sample question

**Part #2, Guided Practice:** Multistep questions with hints to guide students' thinking

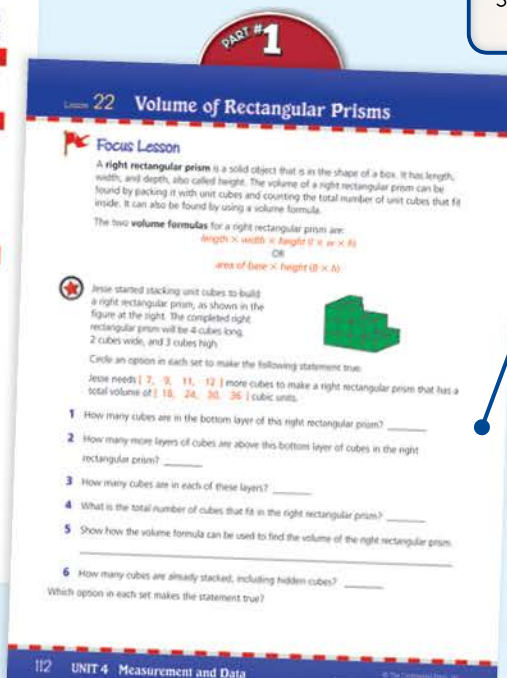
**Part #3, Independent Practice:** Skill application using item types on state tests

eBooks are available. [See features.](#)

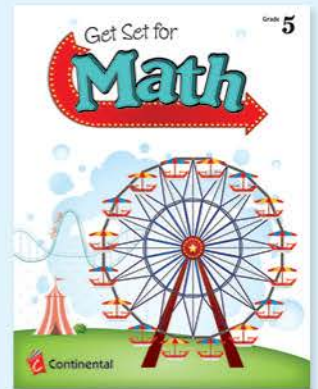
Written to the Common Core standards

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Strategy building with leading questions



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Hints and reminders

**PART #2**

**Guided Practice**

The right rectangular prism shown below was built using 1-centimeter cubes.

What is the volume of this right rectangular prism?  
\_\_\_\_\_ cubic centimeters

- How many 1-centimeter cubes are in the front of the right rectangular prism? \_\_\_\_\_
- How many layers wide is this prism? \_\_\_\_\_
- Write an expression to represent the volume of this right rectangular prism. \_\_\_\_\_

What is the volume, in cubic centimeters, of this right rectangular prism?

How many cubes are in the first row in the front? How many rows are in the prism?

How many cubes are in each of the layers?

What numbers represent the length, the width, and the height of the prism?

Measurement and Data UNIT 4 113

ASSESSMENT PRACTICE:  
Write an expression

**PART #3**

**Independent Practice**

Solve the following problems.

- Circle an option in each set to make the following statement true.  
The value of  $8 \times \frac{1}{2}$  is | less than, greater than | 8 because the value of  $\frac{1}{2}$  is | less than, greater than | 1.
- Look at the expressions shown below.  
 $7 \times \frac{1}{2}$     $7 \times \frac{1}{4}$     $7 \times \frac{6}{7}$     $7 \times \frac{2}{3}$   
Write these expressions in order from least value to greatest value.  
Least Value \_\_\_\_\_ Greatest Value \_\_\_\_\_
- Frankie thinks the product of  $\frac{1}{2}$  and 6 is less than 6.  
Circle an option in each set to complete the following statement to explain whether or not Frankie's thinking is correct.  
Frankie's thinking | is, is not | correct because | the value of  $\frac{1}{2}$  is less than 1, the value of  $\frac{1}{2}$  is greater than 1, exactly one factor is written as a fraction, multiplying by fractions always results in smaller products |.

ASSESSMENT PRACTICE:  
Plot and label points

**Independent Practice**

Solve the following problems.

- The coordinates for points A, B, and C are shown below.  
• A (1, 7)  
• B (5, 4)  
• C (4, 0)  
Plot and label the points A, B, and C on this blank coordinate plane.
- The coordinate plane below shows the location of Scott's house.  
Fiona lives 3 miles east and 2 miles south of Scott.  
Complete the following statement so that it is true.  
Fiona's house is located at the point with an x-coordinate of \_\_\_\_\_ and a y-coordinate of \_\_\_\_\_.

124 UNIT 5 Geometry

ASSESSMENT PRACTICE:  
Multiple correct answers

**Independent Practice**

- The object below will be separated into a pair of right rectangular prisms.  
Which **two** pairs of right rectangular prisms have the same combined volume as this object? Select the two pairs that apply.
- The diagram to the right shows the dimensions of a small staircase. The height of each stair is the same. The depth of each stair is the same.

Fill in the blank lines below to show one expression that can be used to find the volume, in cubic inches, of the staircase.

\_\_\_\_\_  $\times$  (10  $\times$  \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_)

120 UNIT 4 Measurement and Data

**PART #1**

**Lesson 20 Area**

**Focus Lesson**

Area is the amount of space inside a figure or shape. It is measured in square units. The area formulas for some common geometric shapes are shown below.

Area of a triangle =  $\frac{1}{2} \times \text{base} \times \text{height} = \frac{1}{2}bh$   
 Area of a rectangle =  $\text{length} \times \text{width} = lw$   
 Area of a parallelogram =  $\text{base} \times \text{height} = bh$   
 Area of a trapezoid =  $\frac{1}{2}(\text{base}_1 + \text{base}_2) \times \text{height} = \frac{1}{2}(b_1 + b_2)h$

To find the area of some figures, they need to be **decomposed**, or broken down into smaller shapes with known formulas. The areas of the smaller shapes are added together to find the area of the entire figure.

1. Lewis's deck is represented in the diagram at the right. What is the area of Lewis's deck? \_\_\_\_\_ square feet.

2. If the deck were decomposed using rectangles and triangles, what is the fewest number of rectangles there would be? \_\_\_\_\_  
The fewest number of triangles? \_\_\_\_\_

3. Draw lines on the diagram to decompose the figure as described in question 1.

4. What is the formula for the area of a rectangle? \_\_\_\_\_ Of a triangle? \_\_\_\_\_

5. What are the dimensions of the rectangle or rectangles the deck can be divided into? \_\_\_\_\_

6. What are the areas, in square feet, of each rectangle and triangle the deck is divided into? \_\_\_\_\_

What is the area, in square feet, of Lewis's deck? \_\_\_\_\_

**UNIT 4 Geometry**

**PART #2**

**Guided Practice**

The bottom of a fish tank is in the shape of a regular hexagon like the one shown below.

Circle an option from the set to make the sentence below true.

The area of the bottom of the fish tank is ☐ less than 500, ☐ between 500 and 550, ☐ between 550 and 600, ☐ between 600 and 650, ☐ between 650 and 700, ☐ greater than 700 square centimeters.

1. If the hexagon is divided into triangles that are all the same size, how many triangles will there be? \_\_\_\_\_

2. What are the lengths of the base and the height of each of those triangles? \_\_\_\_\_

Which measurement describes the area, in square centimeters, of the bottom of the fish tank?

**Geometry UNIT 4**

**PART #3**

**Independent Practice**

Solve the following problems.

1. A triangular sign is shown below.

What is the area, in square centimeters, of this sign? \_\_\_\_\_ square centimeters.

2. One leg of a right triangle is half the length of the other leg. One leg is 10 meters. What could be the area, in square meters, of this triangle?

A 25 m<sup>2</sup>  
 B 50 m<sup>2</sup>  
 C 100 m<sup>2</sup>  
 D 150 m<sup>2</sup>  
 E 200 m<sup>2</sup>

3. The diagram below shows the dimensions of a parking lot.

What is the area, in square feet, of the parking lot? \_\_\_\_\_ square feet.

**UNIT 4 Geometry**

**Independent Practice**

8. The rectangle below is made up of one blue triangle and two yellow triangles.

Which statements are true of the area of the blue rectangle? Select all that apply.

A It is equal to 70 square meters.  
 B It is equal to 35 square meters.  
 C It is equal to 17.5 square meters.  
 D It is less than the areas of both yellow triangles.  
 E It is the same as the areas of both yellow triangles.  
 F It is greater than the areas of both yellow triangles.

9. New tile will be put in Mr. Munson's kitchen. The area of the floor to be covered with tile is represented by the diagram below.

Fill in the blanks in the equation below to show the steps used to calculate the area, in square feet, of the floor to be covered with tile.

(14 feet  $\times$  \_\_\_\_\_ feet) + (6 feet  $\times$  \_\_\_\_\_ feet) = \_\_\_\_\_ square feet

$\rightarrow | 5 | \leftarrow$

absolute value bars

$4 \times 3 = 12$

factors

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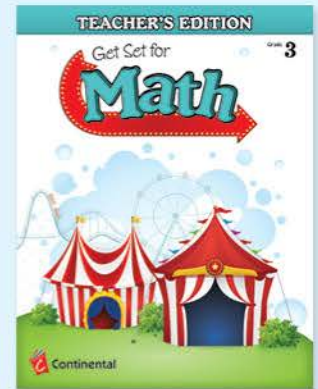


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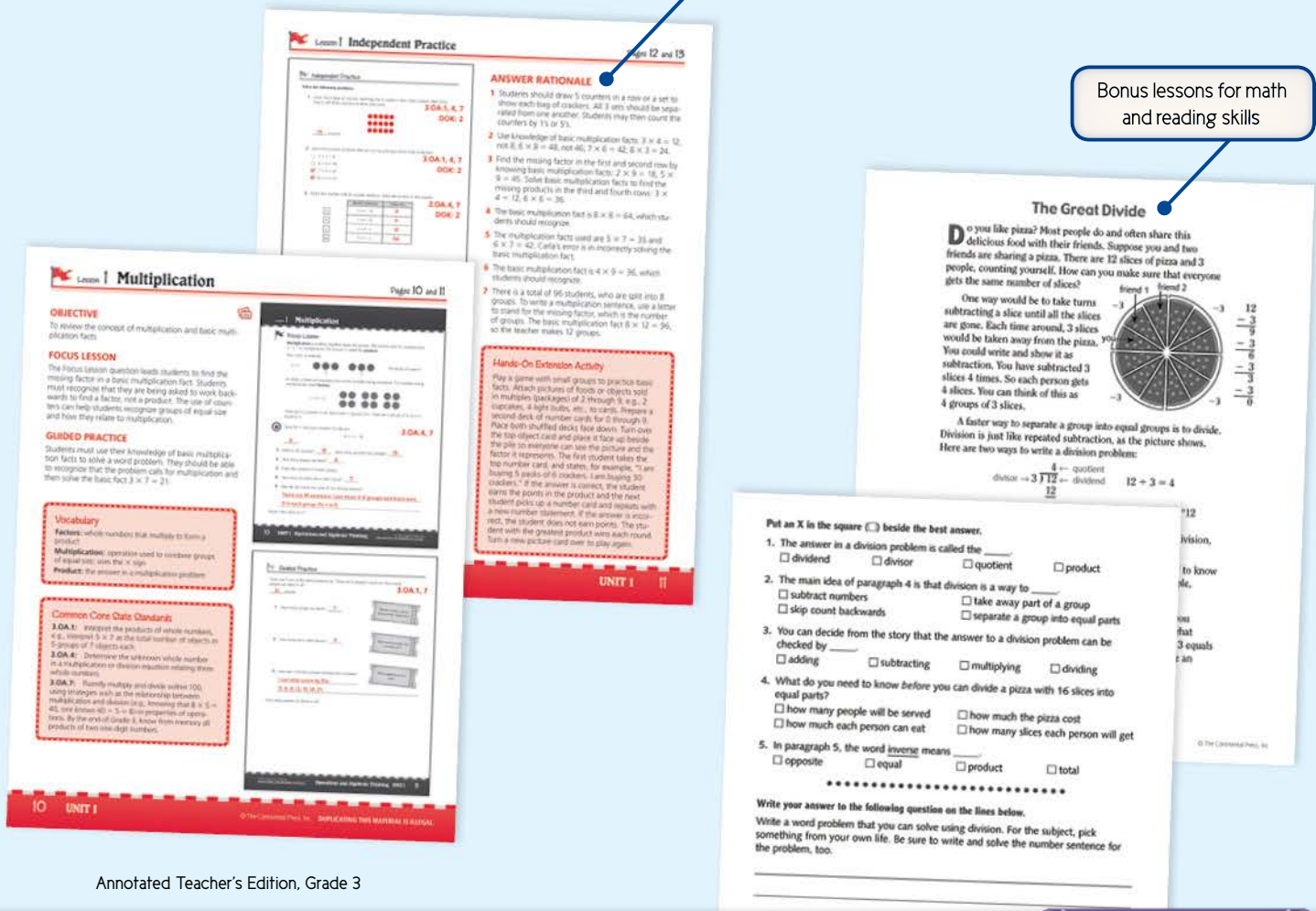
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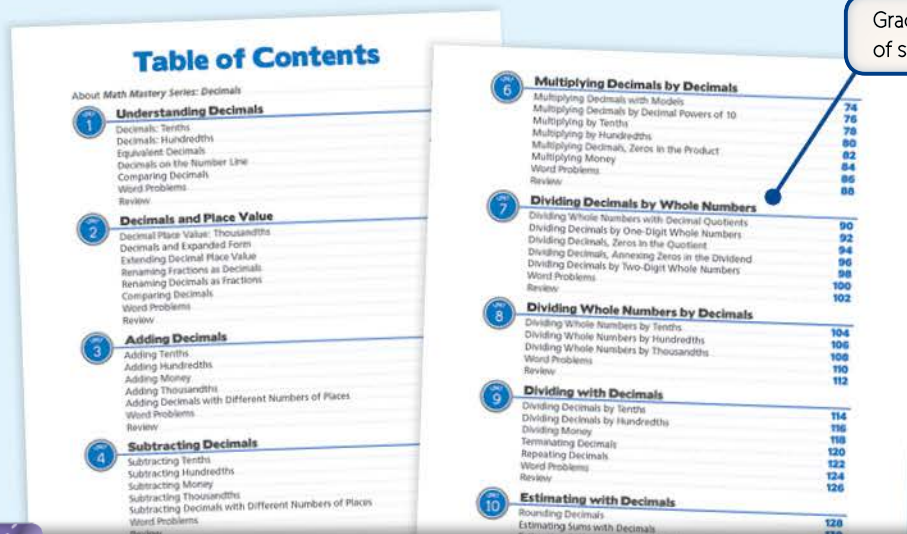
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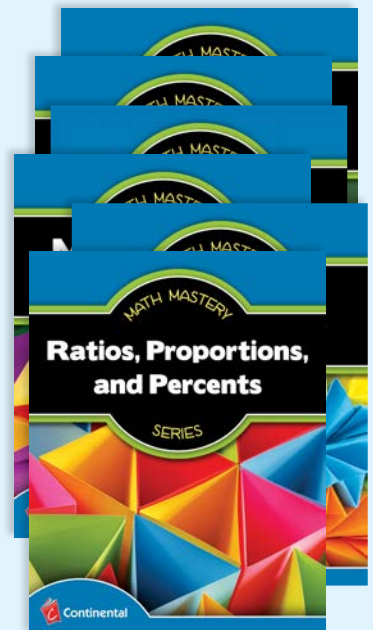
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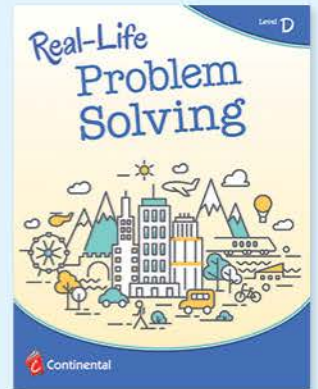
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Challenge problem using nonroutine strategies

**PART #2**

**25 Pie and Ice Cream**

Every year, the Lins family picks blueberries. This year, Dad picked 750 grams of blueberries, Mom picked 650 grams, Trevor picked 425 grams, Samantha picked 375 grams, and Sean picked 360 grams. The family decided to make blueberry pie and blueberry ice cream.

**Solve each problem. If there is not enough information to solve it, tell what information is needed.**

- How many grams of blueberries did the Lins pick altogether?
- How many kilograms of blueberries did they pick? Write your answer as a decimal.

*To divide by a multiple of 10, move the decimal point to the left.*

**26 Pie and Ice Cream**

- The blueberry farm had 115 customers today. If the customers picked an average of 3 kilograms each, how many kilograms of berries did they pick today?
- Mom used 1 kilogram of the berries in the pie. Then she weighed the berries for the ice cream on the scale. How many grams of berries were used in the pie and ice cream altogether?
- The ice cream recipe called for  $\frac{1}{2}$  liter of cream and  $\frac{1}{4}$  liter of milk. How many milliliters of milk and cream did the recipe call for?

*How many milliliters equal a liter?*

**27 Pie and Ice Cream**

- Dad made a blueberry crumb cake that used 525 grams of berries. How many grams of berries were left to eat after making the pie, the ice cream, and the crumb cake?

**Challenge problem:** Some years, the Lins make blueberry jam to give away as gifts. A kilogram of berries yields 6 jars of jam. How many jars could they make with 3 kilograms of berries? How many kilograms would they need to make 48 jars? Complete this table to find the answers. Then explain the pattern you used.

Jars	6					
Kilograms	1	3				

*What is the rule of jars per kilogram?*

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Level C (Gr. 3)	NF0349-4	NF1055-3	Level G (Gr. 7)	NF0353-1	NF1059-1
Level D (Gr. 4)	NF0350-0	NF1056-0	Level H (Gr. 8)	NF0354-8	NF1060-7

# Special Needs Curriculum

## Basic Skills Practice for Low-Level Learners

*Special Needs Curriculum* gives you a way to reach early grades and special education students with a simplified approach to math, and is correlated to most basal programs for grades 1 and 2. Each book within a title increases in difficulty to foster developing skills. A pretest and posttest in every book help you gauge performance, and teacher's guides provide support with annotated answer keys, activities for introducing and reinforcing the concepts, and teaching pages with comprehensive explanations of key concepts.

### Titles in this series:

- **Time:** Three books show students how to tell time to the hour through 5-minute intervals, along with the concepts "earlier" and "later."
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- **Number Operations Addition:** Two books teach addition.
- **Number Operations Subtraction:** Two books teach subtraction.
- **Numbers:** Four books introduce readiness skills and numbers through 50.

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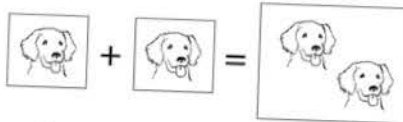
Book 3: **Numbers 6 to 10**

Book 4: **Numbers 10 to 50**

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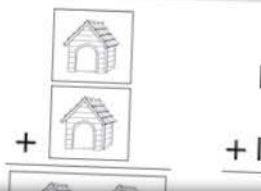
Teaching pages introduce new concepts

Add to put groups together.  
Use numbers and signs to write an addition fact. You can write addition facts two different ways. You can write them across.



$$1 + 1 = 2$$

You can write them up and down.



Number Operations  
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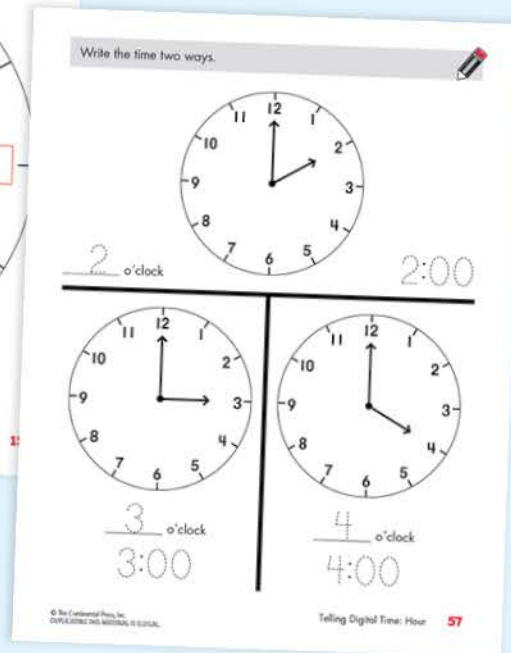
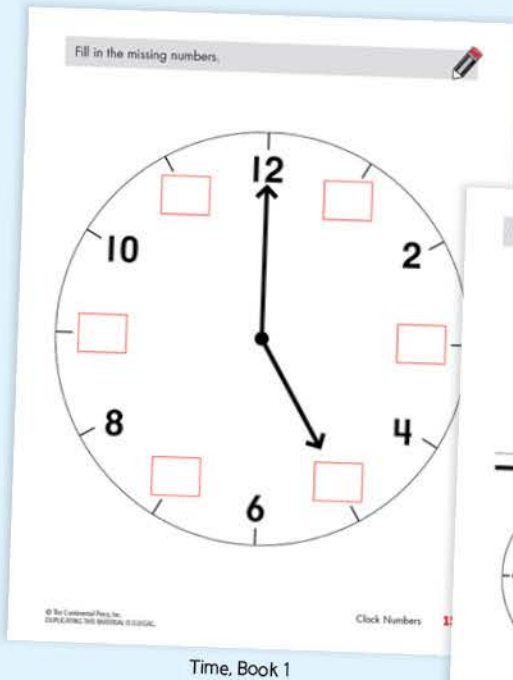
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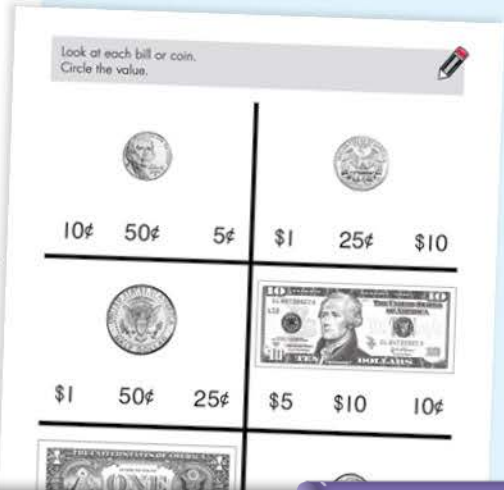
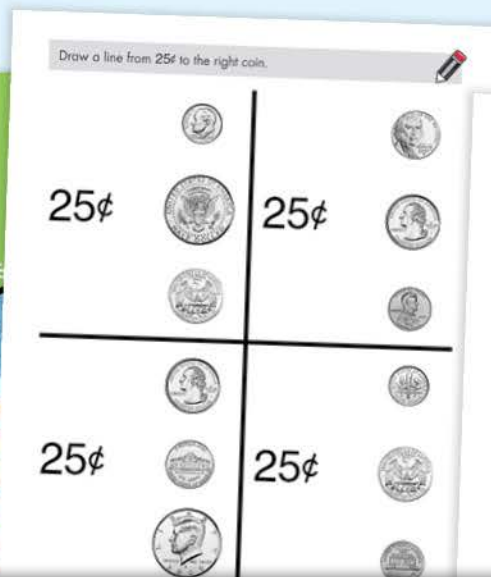
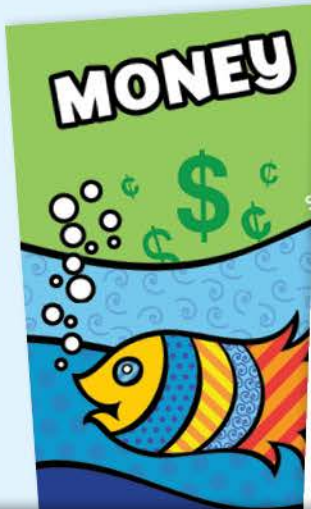




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- Each book is organized into **9 weeks of 10 lessons per week**.
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- Reviews help you **measure progress**.

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### Table of Contents

Using Continental's Jump Start

Week 1	Week 2
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Addition and Subtraction Facts	Place Value: Hundreds
Problem Solving: Addition and Subtraction Facts	Plural Noun Forms: -s, -es
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	Comparing and Ordering Numbers
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Using a Table	Subtraction with Regrouping
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Making Data Displays	Addition and Subtraction with Regrouping

Midpoint Review

Day 1

Day 2

Day 3

Day 4

Day 5

Week 5	Week 6
Pronouns	Synonyms
Multiplication as Repeated Addition	Division
Pronouns	Synonyms and Antonyms
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I and Me	Word Review
Problem Solving: Multiplication Facts to 25	Division with Remainders
Pronouns	Contractions
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Sentences	Compound Sentences
Fractions: Regions	Time: Quarter Hour
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Perimeter: Inches	
Writing Paragraphs	
Perimeter: Centimeters	
Writing Paragraphs	
Area: Square Inches	
Comprehension: Main Idea and Details	
Plane Figures	
Solid Figures	

### USING A TABLE

Use the table to answer the questions.

Planet	Diameter (in miles)
Mercury	3,100
Venus	7,790
Earth	7,927
Mars	4,200
Jupiter	88,700
Saturn	71,500
Uranus	32,000
Neptune	27,000

- Which planet is largest?
- Which planet is smallest?
- How many planets are larger than Earth?
- How many planets are smaller than Earth?
- Which planet is closest in size to Earth?
- Which planet is larger, Earth or Saturn?
- How many planets have diameters less than 10,000 miles?
- How many planets have diameters greater than 100,000 miles?
- What is the diameter of Earth? (Write it in words.)
- What is the diameter of Jupiter? (Write it in words.)

36 MATH

Grade 3 entering 4

Perforated pages

### MULTIPLICATION AS REPEATED ADDITION

Add and multiply.

- $3 + 3 =$   $2 \times 3 =$
- $6 + 6 =$   $2 \times 6 =$
- $8 + 8 =$   $2 \times 8 =$
- $4 + 4 + 4 =$   $3 \times 4 =$
- $6 + 6 + 6 =$   $3 \times 6 =$
- $7 + 7 + 7 =$   $3 \times 7 =$
- $4 \times 2 =$
- $4 \times 4 =$
- $4 \times 6 =$
- $5 \times 3 =$
- $5 \times 4 =$
- $5 \times 5 =$

72 MATH

Grade 3 entering 4

### MORE FRACTIONS

Write the fraction that tells what part is shaded.

- $\frac{1}{2}$
- $\frac{1}{4}$
- $\frac{1}{4}$
- $\frac{1}{2}$
- $\frac{3}{4}$
- $\frac{1}{4}$

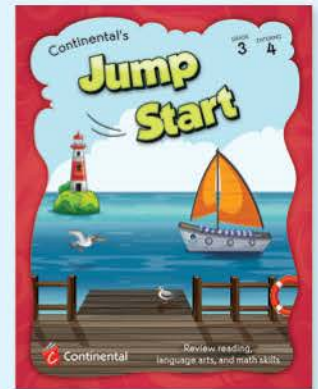
Draw a region and shade the correct number of parts to show each fraction.

- $\frac{1}{2}$
- $\frac{2}{3}$
- $\frac{1}{4}$
- $\frac{1}{3}$
- $\frac{3}{8}$
- $\frac{3}{4}$

Draw a set and shade the correct number of parts to show each fraction.

- $\frac{1}{3}$
- $\frac{3}{4}$
- $\frac{2}{5}$
- $\frac{2}{8}$
- $\frac{5}{6}$
- $\frac{7}{8}$

100 MATH



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### Math End-of-Book Review

Solve the following problems.

- Kendra has 6 boxes. She packs 8 books in a box. There are 72 books all together. How many books will be left once the boxes are packed? \_\_\_\_\_ books
- Mrs. Kransy dropped this set of dishes. What fraction of the set broke?  $\frac{\quad}{\quad}$
- Find the product.  $158 \times 6 =$

- The clock below shows the time one morning. Declan will eat in two hours. Fill in the blanks and circle the correct choice in each set to make the following statement true. It is \_\_\_\_\_ [ A.M., P.M. ] now, so Declan will eat at \_\_\_\_\_ [ A.M., P.M. ].
- Jason bought a package of sports cards. The package had 3 baseball cards and 7 football cards. What fraction of the package was baseball cards?  $\frac{\quad}{\quad}$
- Look at the figures below. Which of these figures have an area of 16 square units?

### Answer Key

Items in the Midpoint and End-of-Book Reviews are aligned to the Common Core State Standards. Find the full text of the CCSS at [www.corestandards.org](http://www.corestandards.org).

**Week 1**

**Page 5: ALPHABETICAL ORDER**

1. 5	2. 3	3. 1
4. 8	5. 9	6. 4
7. 6	8. 0	9. 5
10. 1	11. 2	12. 7
13. 1	14. 3	15. 1
16. 1	17. 1	18. 1

**Page 11: ALPHABETICAL ORDER**

1. Angel	15. 8 cups
2. Carmel	
3. Sam	
4. Lisa	
5. Lily	
6. Maria	
7. Michael	
8. Oliver	
9. Ronald	
10. Sam	
11. Sonia	

**Page 6: ADDITION AND SUBTRACTION**

**FACTS**

1. 2	2. 8	3. 6
4. 7	5. 1	6. 3
7. 9	8. 10	9. 2
10. 4	11. 9	12. 8
13. 10	14. 8	15. 1

**Page 7: ALPHABETICAL ORDER**

1. 2, 1, 3, 4	2. 4, 5, 1, 2	3. 2, 3, 4, 1
4. 2, 3, 4, 5, 1	5. 3, 5, 4, 1, 2	6. 5, 5, 1, 2, 4

**Page 8: PROBLEM SOLVING: ADDITION AND SUBTRACTION FACTS**

1. 9 miles	2. 6 miles
3. 8 cups	4. 1 person
5. 10 days	6. 5 hats
7. 7 flowers	8. 5 sandwiches

**Page 9: ALPHABETICAL ORDER**

1. 1, 6, 3, 2, 5, 4	2. 3, 6, 1, 5, 2, 4
3. 2, 1, 3, 4, 5	4. 4, 5, 3, 2, 1

**Page 10: INVERSES: ADDITION AND SUBTRACTION**

1. 5	2. 3	3. 6	4. 8	5. 9
6. 10	7. 11	8. 12	9. 13	10. 14

**Page 12: ADDITION AND SUBTRACTION OF ONES**

1. 15	2. 19	3. 28	4. 27	5. 48
6. 39	7. 27	8. 77		

**Page 13-14: COMPREHENSION: MAIN IDEA AND DETAILS**

1. A  
2. A  
3. D  
4. Sample answer: One jumper has a dangerous job. They have to look for things that are dangerous and tell the fire department. They have to look for things that are dangerous and tell the fire department. They have to look for things that are dangerous and tell the fire department.

**Page 15: ADDING THREE NUMBERS**

1. 4	2. 9
3. 8	4. 10

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Addition Facts for 9	34		
Subtraction Facts for 9	35		
Addition Facts for 10	36		
Subtraction Facts for 10	37		

### Place Value: Hundreds, Tens, and Ones

Write the number of hundreds, tens, and ones. Then write the number.

1.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 2 & 3 & 6 \\ \hline \end{array}$  = **236**

2.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

3.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

4.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

5.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

6.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

7.  $\begin{array}{|c|c|c|} \hline \text{H} & \text{T} & \text{O} \\ \hline 1 & 1 & 1 \\ \hline \end{array}$  = \_\_\_\_\_

Skills repeated in a variety of formats

### More Place Value: Hundreds, Tens, and Ones

Write the number of hundreds, tens, and ones.

- 536 = 5 hundreds + 3 tens + 6 ones
- 623 = \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones
- 792 = \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones
- 309 = \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones
- 468 = \_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

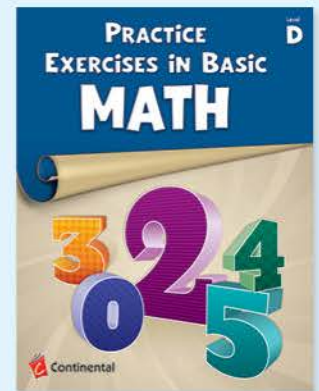
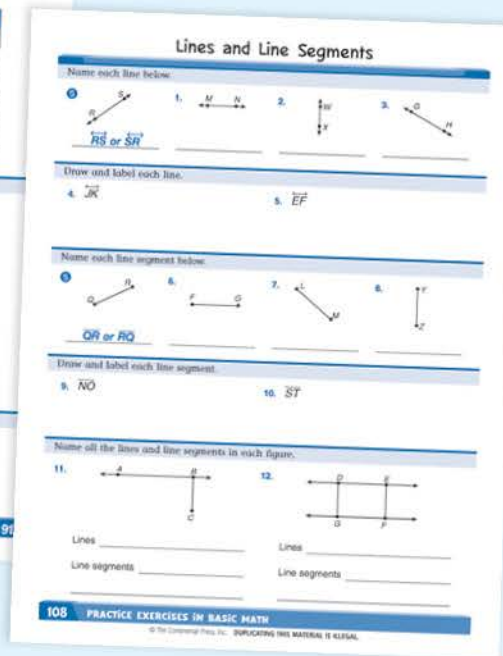
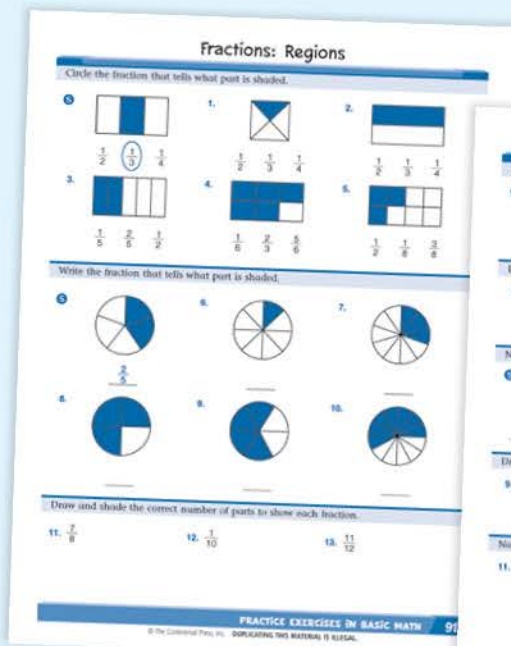
Write each number in standard form.

- 1 hundred + 8 tens + 5 ones = 185
- 2 hundreds + 5 tens + 4 ones = \_\_\_\_\_
- 3 hundreds + 4 tens + 1 one = \_\_\_\_\_
- 5 hundreds + 1 ten + 7 ones = \_\_\_\_\_
- 9 hundreds + 7 tens + 0 ones = \_\_\_\_\_

- 900 + 50 + 7 = \_\_\_\_\_
- 800 + 60 + 9 = \_\_\_\_\_

Write each number in expanded form.

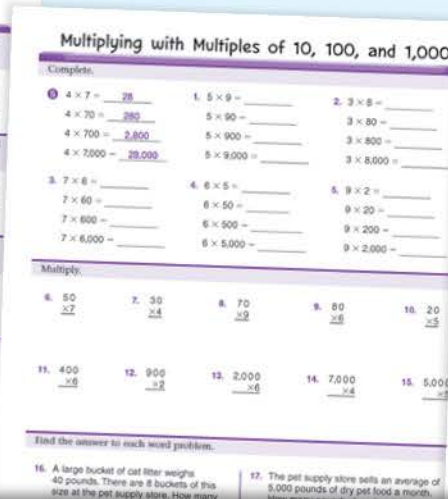
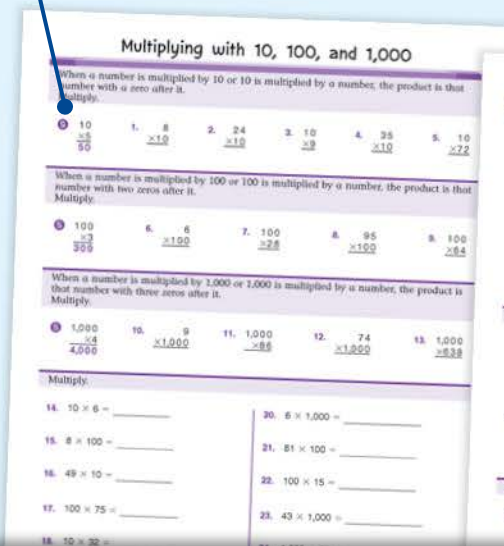
- 721 = 700 + 20 + 1
- 294 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
- 678 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_



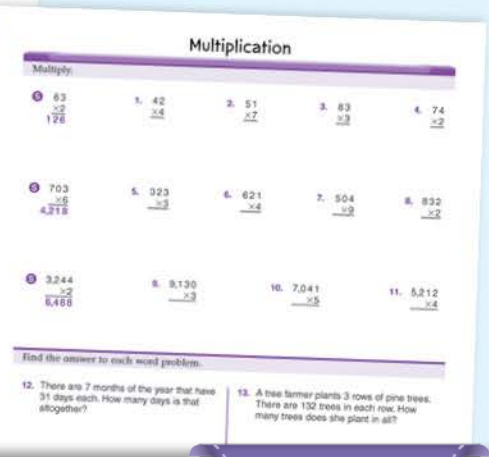
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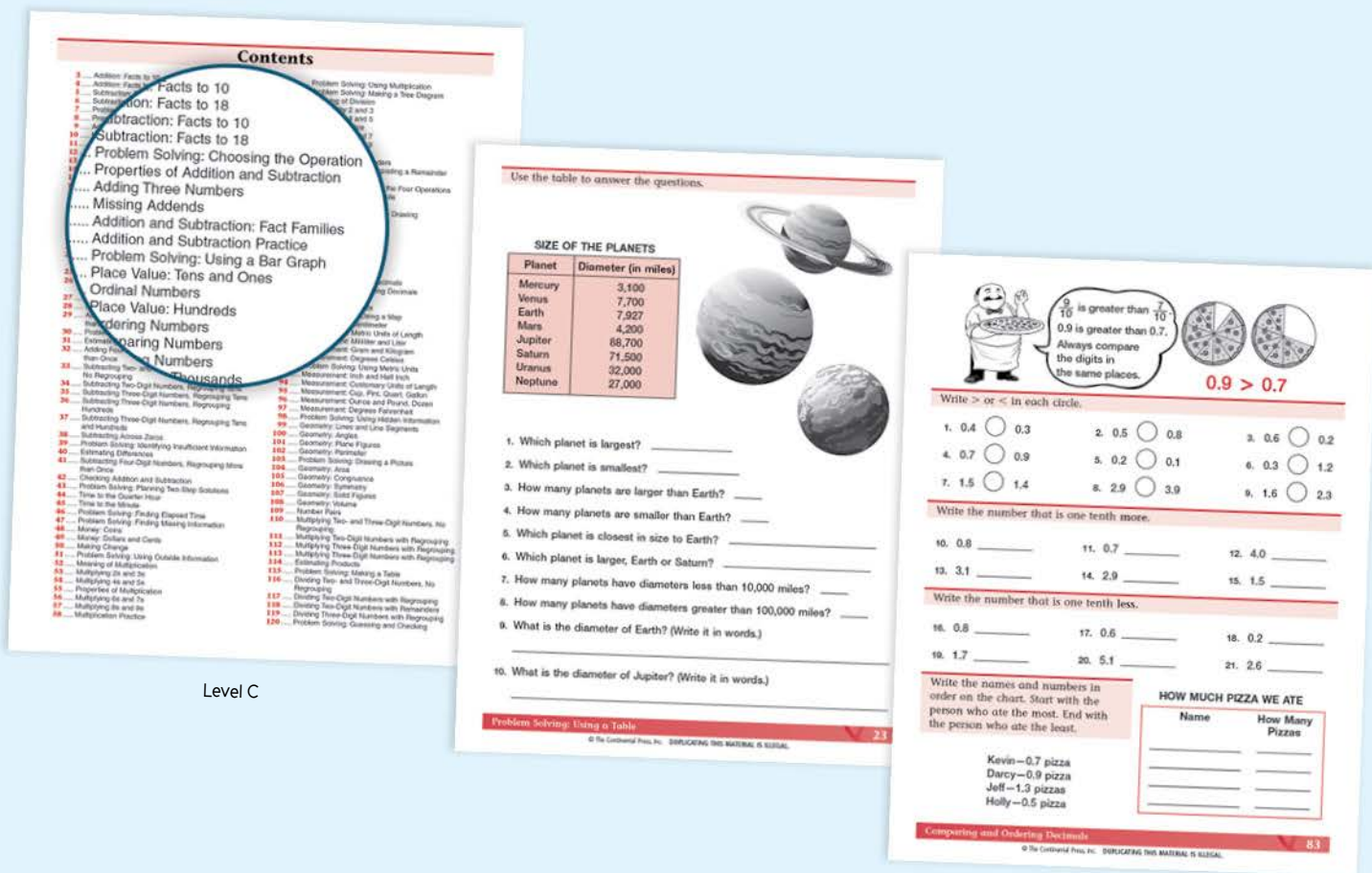
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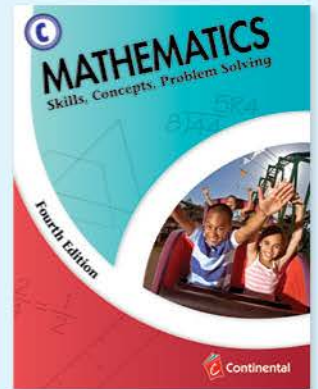
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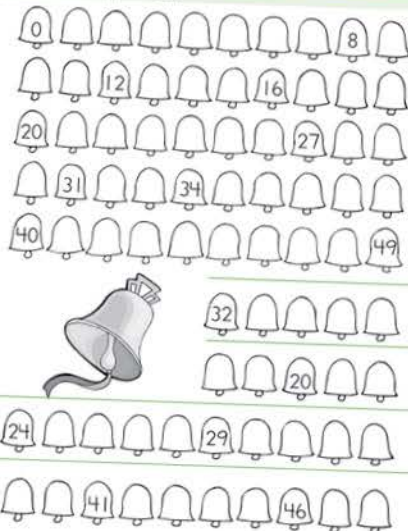
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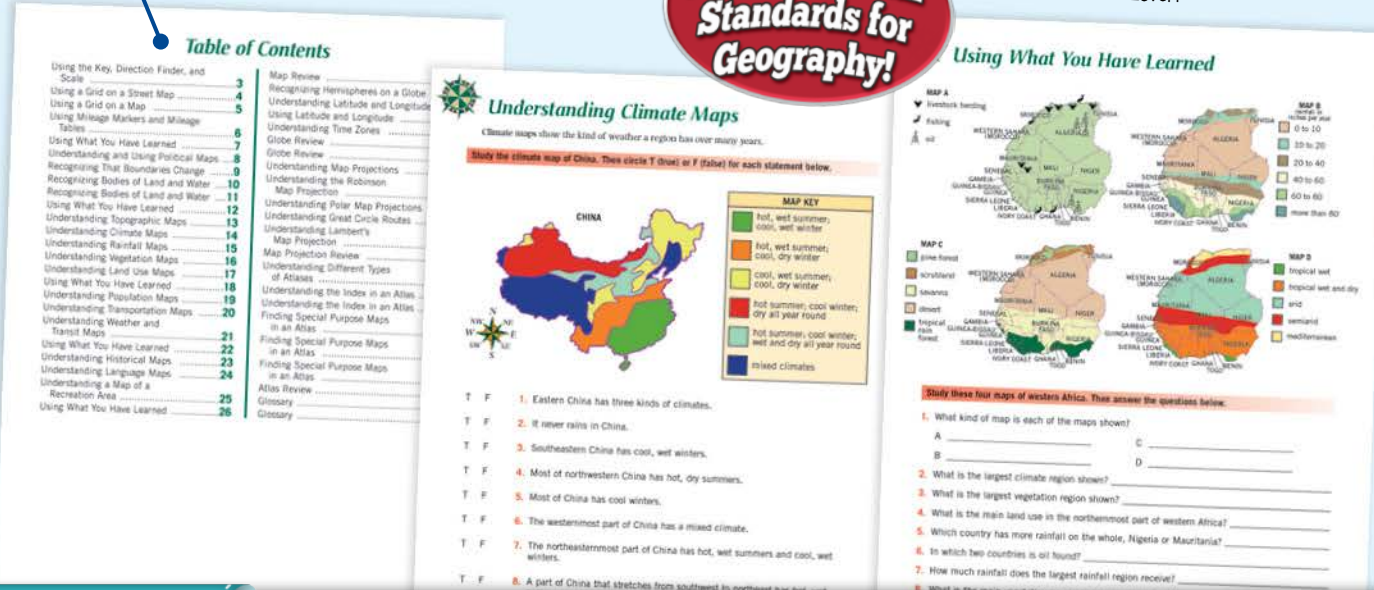
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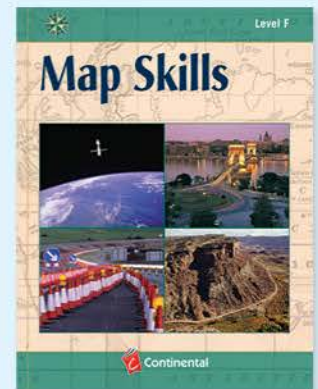
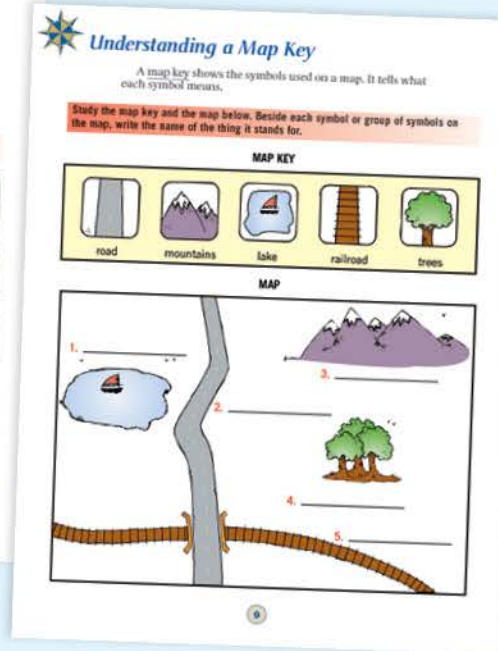
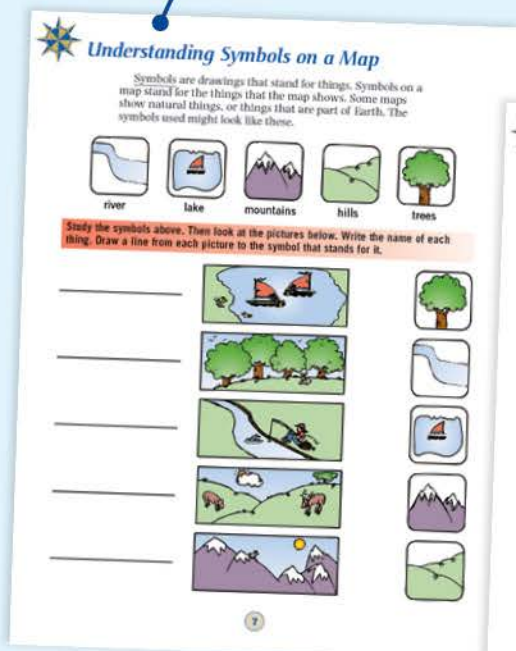
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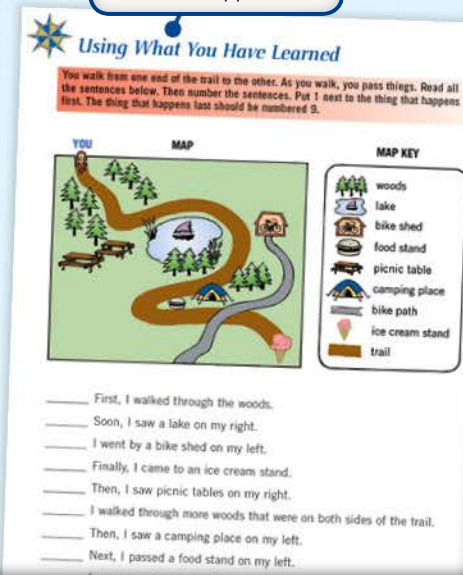
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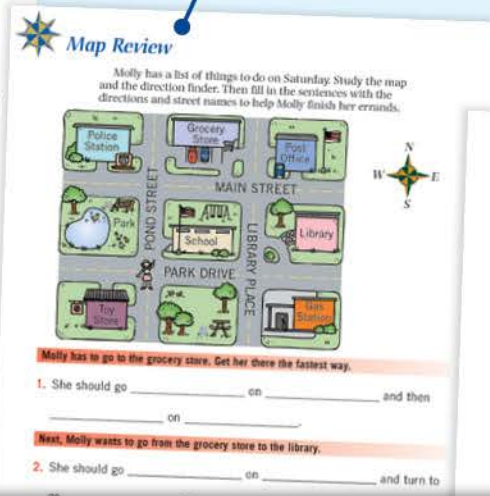


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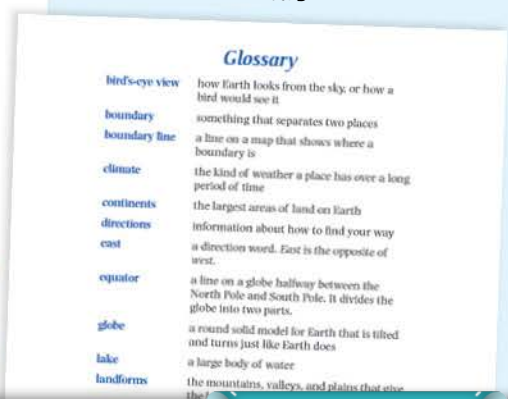
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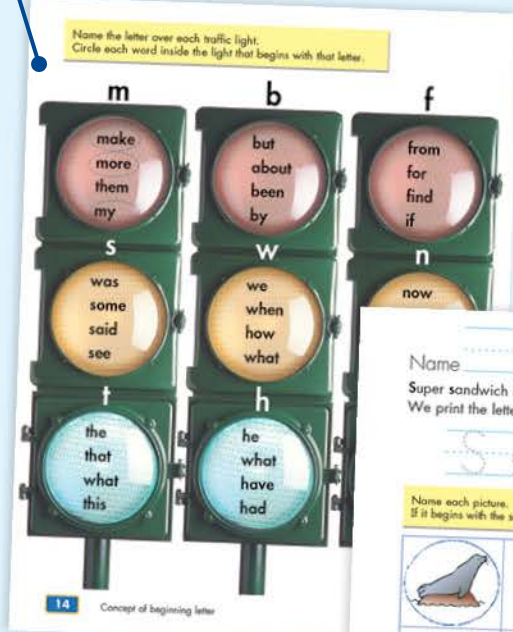
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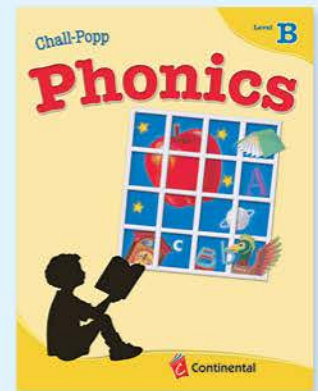
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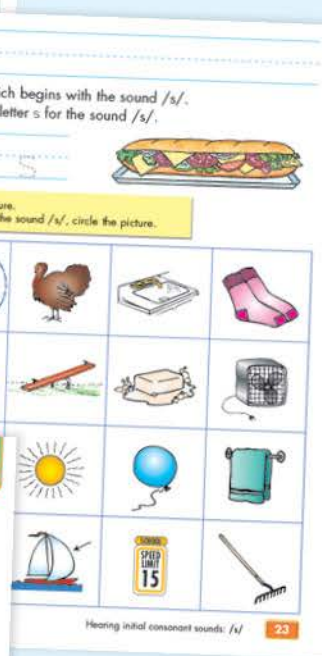
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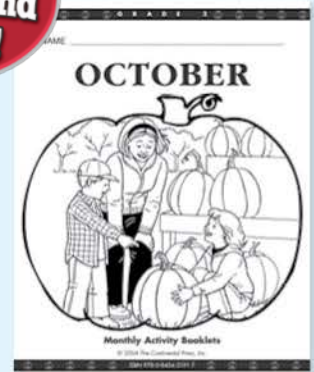
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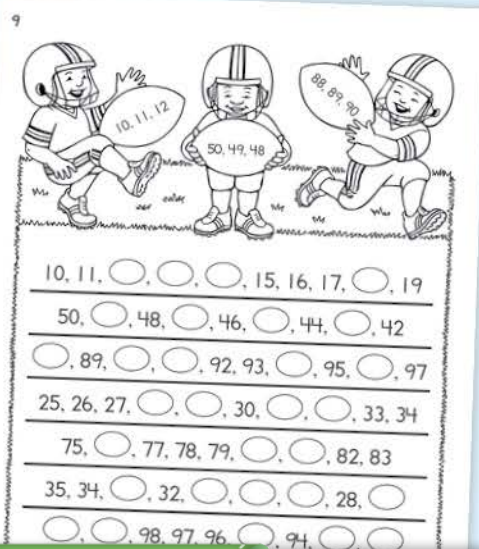
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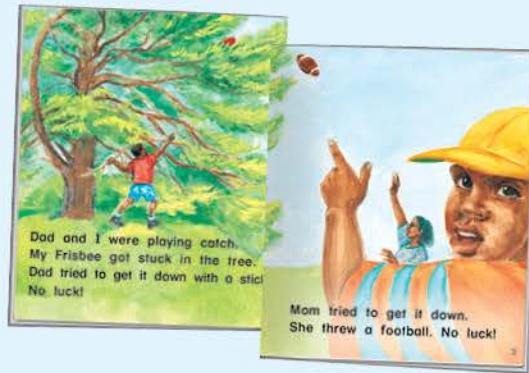
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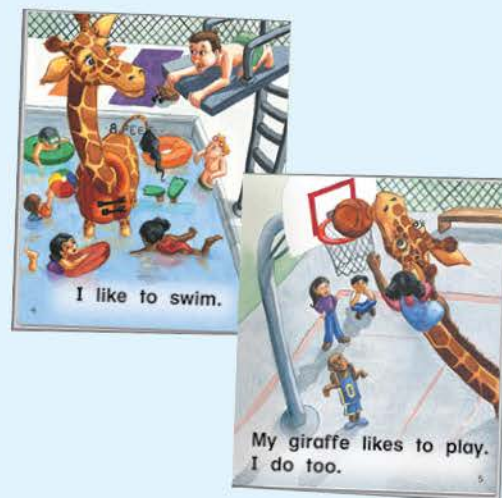
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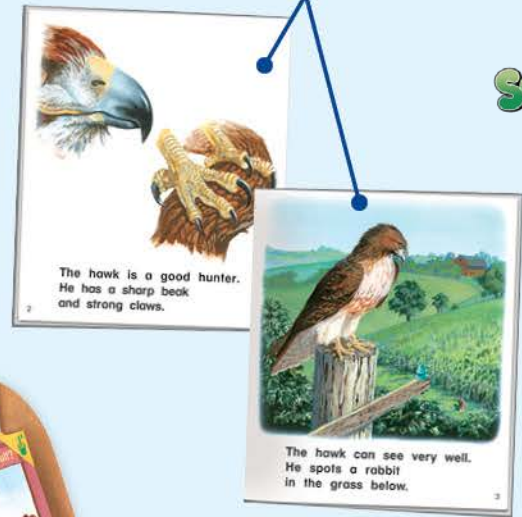


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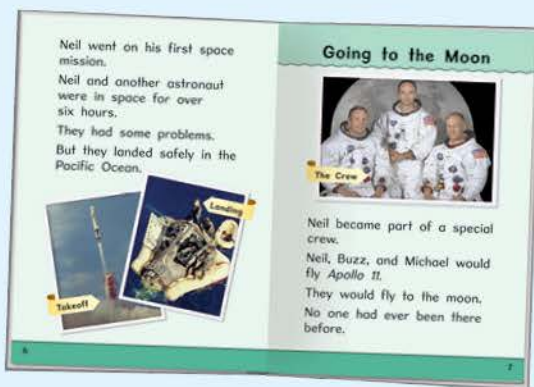
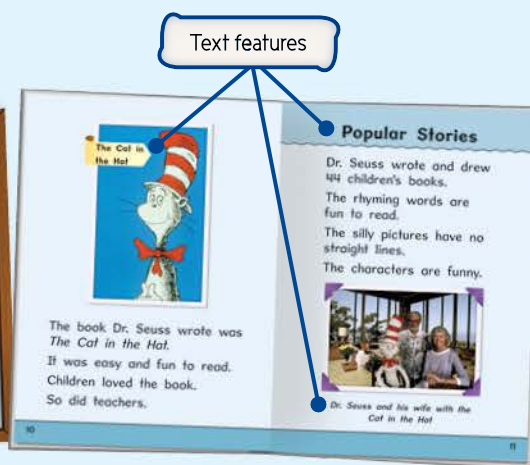
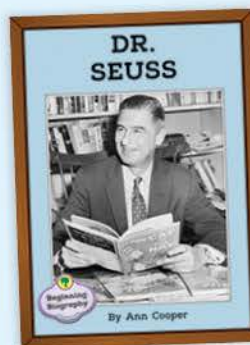
RRL 20 • GRL M

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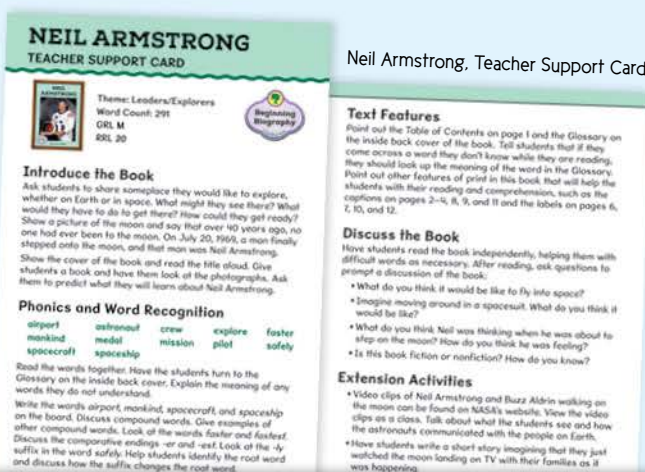
- Themes include inventors/entrepreneurs, leaders/explorers, and artists/authors.
- The books contain text features such as tables of contents, headings, captions, labels, and glossaries.
- This series is Reading Recovery® approved.
- Teacher support cards enrich lessons with phonics and word recognition activities, discussion questions, and extension activities.



Dr. Seuss



Neil  
Armstrong



Neil Armstrong, Teacher Support Card

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## INVENTORS/ENTREPRENEURS CLASSROOM LIBRARY

4 books (1 copy of 4 titles)  
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“

“I loved these books! I love teaching biographies to my young students and it is most difficult to find books that are just right in reading difficulty and content for young children.”

– Reviewers, *Learning® Magazine* Teachers’ Choice<sup>SM</sup> Award for the Classroom

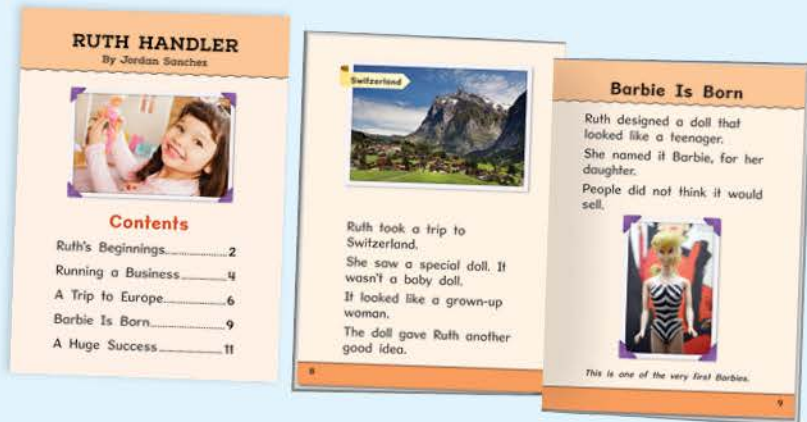


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## Inventors/ Entrepreneurs

James Naismith (20\*, M)  
Wally Amos (20\*, M)  
Steve Jobs (20\*, M)  
Ruth Handler (20\*, M)

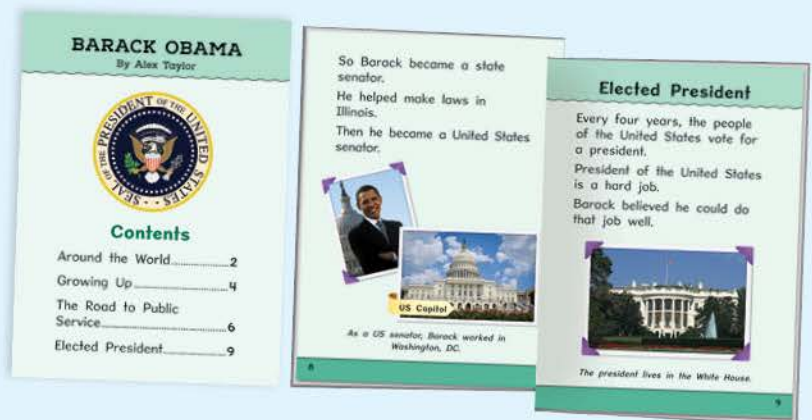
Ruth Handler



## Leaders/Explorers

Sonia Sotomayor (20\*, M)  
Sylvia Earle (20\*, M)  
Neil Armstrong (20\*, M)  
Barack Obama (20\*, M)

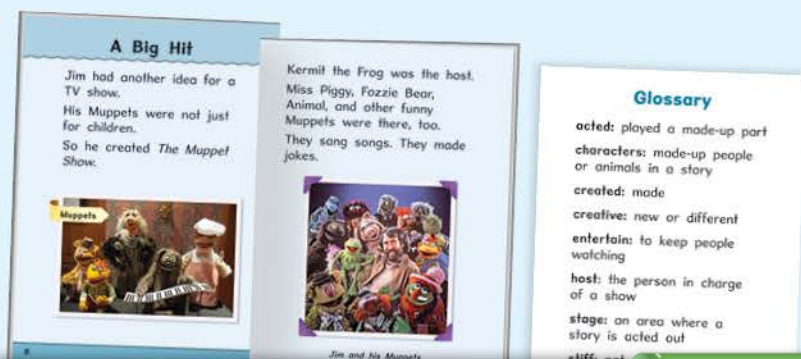
Barack Obama



## Artists/Authors

Dr. Seuss (20\*, M)  
Jim Henson (20\*, M)  
Walt Disney (20\*, M)  
J. K. Rowling (20\*, M)

Jim Henson



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4 books (1 copy of 4 titles)  
4 teacher support cards (1 for each title)  
NF7797-7 \$33.15

\* On Reading Recovery Book List  
Order books separately on page 126.



# Beginning Biography Connections Kit

RRL 20 • GRL M

Make the most of leveled reading with the *Beginning Biography Connections Kit*! Engaging, nonfiction readers are paired with resources to enrich and extend your lessons.

## A Leveled Readers

Who invented Famous Amos cookies? Who made Barbie a household name? High-interest informational readers motivate students and are supported by text features such as headers, captions, and glossaries.

### Inventors/Entrepreneurs

James Naismith (20\*, M)  
Wally Amos (20\*, M)  
Steve Jobs (20\*, M)  
Ruth Handler (20\*, M)

### Leaders/Explorers

Sonia Sotomayor (20\*, M)  
Sylvia Earle (20\*, M)  
Neil Armstrong (20\*, M)  
Barack Obama (20\*, M)

### Artists/Authors

Dr. Seuss (20\*, M)  
Jim Henson (20\*, M)  
Walt Disney (20\*, M)  
J. K. Rowling (20\*, M)

A blended learning option includes printed books, as well as eBooks with audio. The eBook site license offers 3 years of unlimited school access.

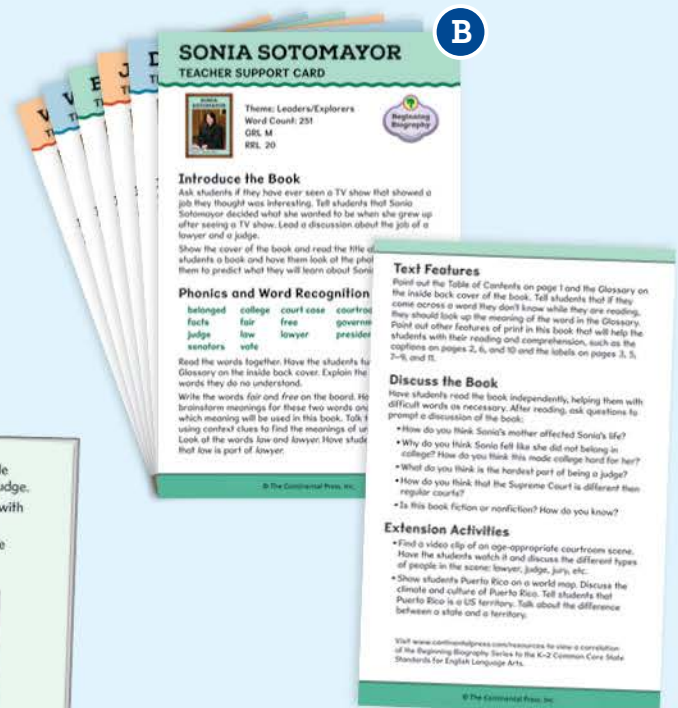
## B Teacher Support Cards

Enrich lessons with phonics and word recognition activities, discussion questions, and extension activities for every book.

## C Resource Guide

See how to use the kit's components and access reproducible worksheets for every book to connect reading with comprehension and language development. Pick and choose the activities to meet each student's needs.

- Grammar and Mechanics Connection
- Vocabulary Connection
- Comprehension Connection
- Assessment Connection
- Text-to-Text Connection

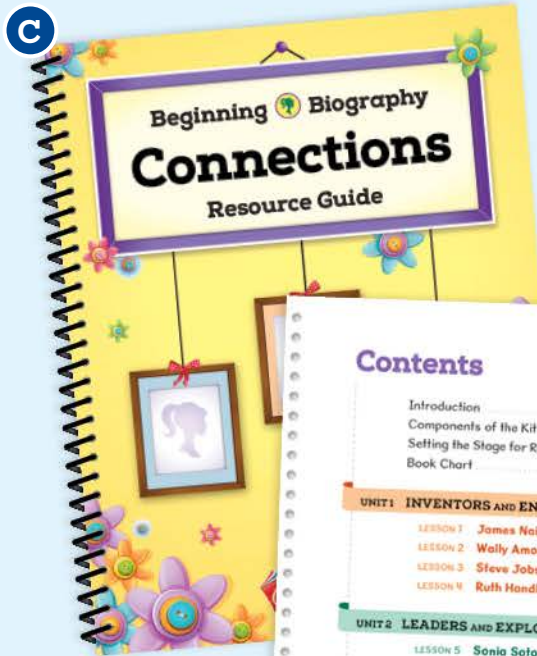


Sonia Sotomayor,  
Teacher Support Card



**eBooks in  
Blended Learning  
Option!**

Visit us online to [view samples](#) from the kit.



Resource Guide

## Contents

Introduction  
Components of the Kit  
Setting the Stage for Reading Success  
Book Chart

### UNIT 1: INVENTORS AND ENTREPRENEURS

LESSON 1 James Naismith  
LESSON 2 Wally Amos  
LESSON 3 Steve Jobs  
LESSON 4 Ruth Handler

### UNIT 2: LEADERS AND EXPLORERS

LESSON 5 Sonia Salomayor  
LESSON 6 Sylvia Earle  
LESSON 7 Neil Armstrong  
LESSON 8 Barack Obama

### UNIT 3: ARTISTS AND AUTHORS

LESSON 9 Dr. Seuss  
LESSON 10 Tim Henson  
LESSON 11 Disney  
LESSON 12 Rowling

Name \_\_\_\_\_

### Comprehension Connection

Circle the correct answer to questions 1-5. Then write your answer to question 6.

- Why did Sonia's mother make sure Sonia worked hard in school?  
A She wanted to keep her away from TV.  
B She knew Sonia loved to read.  
C She did not have much money.  
D She new learning was important.
- How many judges are on the Supreme Court?  
A seven  
B eight  
C nine  
D ten
- Sonia wants to be a fair judge in the courtroom. What is another word for fair?  
A honest  
B generous

Reproducible practice  
for every leveled reader

Name \_\_\_\_\_

### Vocabulary Connection

Write the word that each group of words tells about.

court case law judge acts government

- rules for people in a country \_\_\_\_\_
- things that are true \_\_\_\_\_
- a problem that has to be decided by a judge \_\_\_\_\_
- the people and ideas that run the country \_\_\_\_\_
- a person who makes decision about a law \_\_\_\_\_

Read each sentence. Complete it with a word from the box.

college lawyer courtroom vote decisions

- Sonia dreamed of becoming a \_\_\_\_\_ when she grew up.
- Senators had to \_\_\_\_\_ to allow Sonia to be a judge.
- The Supreme Court must make hard \_\_\_\_\_ about the law.
- Sonia's mother wanted her to do well in school and go to \_\_\_\_\_.
- Sonia wanted to be fair when she listened to cases in the \_\_\_\_\_.

Name \_\_\_\_\_

### Assessment Connection

#### Who Is Sandra Day O'Connor?

1 Sandra Day O'Connor was born in 1930. As a child, she lived with her parents at their cattle ranch in Arizona. When she grew up, she became a member of the Cowgirl Hall of Fame. She also became the first woman to serve on the US Supreme Court.

2 Sandra was a strong student. She went to law school after college. Most students took three years to complete law school. But she earned her law degree in just two years. She also earned top grades.

3 Sandra was married in 1952. In the years that followed, she built her career and raised her three sons. No one would hire her as a lawyer at first. So, she started her own law office. Then she served as a state senator for five years. Later, she worked as a judge for two state courts.



JAYOR

Compare the reader  
and a similar passage

Name \_\_\_\_\_

### Text-to-Text Connection

Write an essay comparing Sonia Salomayor and Sandra Day O'Connor. How are the women alike? How are they different? Use details from each text you read to support your answer.

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Fax: 888.834.1303

Online: [www.continentalpress.com](http://www.continentalpress.com)

Mail Continental: 520 East Bainbridge Street, Elizabethtown, PA 17022

To Order

It's easy to keep your kit in full supply! Readers are sold individually and in 6-packs on page 126 and at [www.continentalpress.com](http://www.continentalpress.com).

#### BEGINNING BIOGRAPHY CONNECTIONS—PRINTED

72 Beginning Biography readers, printed (6 each of 12 titles)  
12 teacher support cards, printed (1 for each title)  
1 resource guide, printed  
Convenient case, style may vary

NF0210-7 \$456.75

#### BEGINNING BIOGRAPHY CONNECTIONS—BLENDED LEARNING

72 Beginning Biography readers, printed (6 each of 12 titles)  
12 Beginning Biography readers, eBooks (access to all titles with a 3-year site license for unlimited school users)  
12 teacher support cards, printed (1 for each title)  
1 resource guide, printed  
Convenient case, style may vary

NF1115-4 \$719.25

\* On Reading Recovery Book List **105**



# Discovery Series

RRL 10-18 • GRL F-K

From living creatures to the senses at work, the *Discovery Series* offers a variety of topics to support your curriculum and promote the development of nonfiction reading skills. Colorful photographs reinforce the text to deepen comprehension and motivate readers.

- Themes address health, animals, weather, math, and senses.
- Text features include tables of contents, headings, captions, labels, and glossaries.
- Nearly all books are Reading Recovery® approved.
- Teacher support cards enrich lessons with phonics and word recognition activities, discussion questions, and extension activities.
- See the *Discovery Connections Kit* on pages 108–109.

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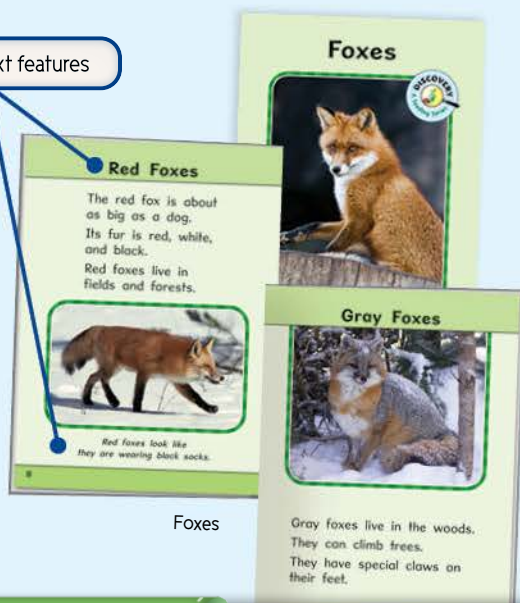
“They would be an excellent addition to any classroom library. As a teacher, I have found it difficult to find quality nonfiction books at early reading levels to teach informational text. These books fit the bill in that they not only teach the children valuable skills but they are extremely teacher friendly and are accompanied by fantastic support materials.”

– Reviewers, *Learning® Magazine* Teachers’ Choice<sup>SM</sup> Award for the Classroom

”

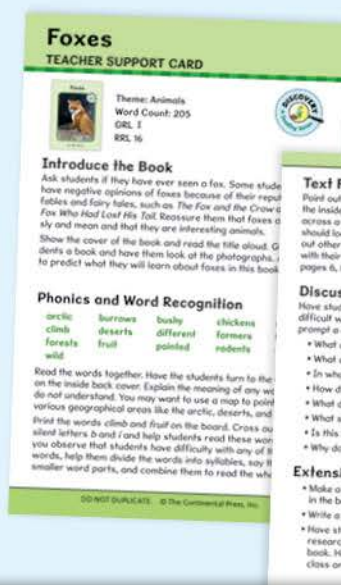


Text features

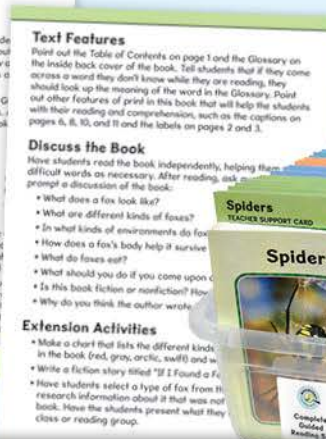


Foxes

Gray foxes live in the woods. They can climb trees. They have special claws on their feet.



Foxes, Teacher Support Card



To Order

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Fax: 888.834.1303

Online: [www.continentalpress.com](http://www.continentalpress.com)

## DISCOVERY SERIES

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### COMPLETE GUIDED READING SET

144 books (6 copies of 24 titles)  
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Plastic tub, as shown above  
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## Health

Wash Your Hands! (12\*, G) +  
All About Teeth (12, G) +  
Everyone Sleeps (14\*, H) +  
What's On Your Plate? (18\*, K) +

## Weather

What a Wind! (15\*, I) +  
Snow, Snow! (16\*, I) +  
Here Comes the Rain! (16\*, I)  
A Storm Is Coming! (16\*, I) +

## Math

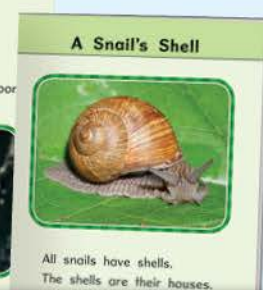
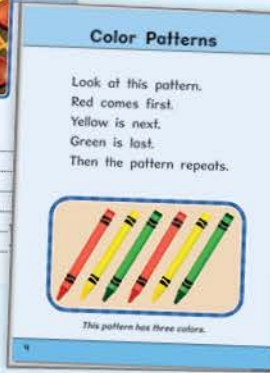
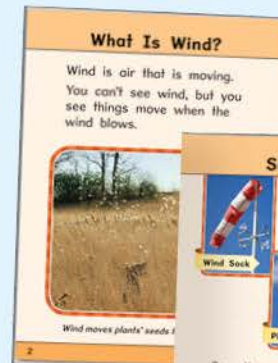
Let's Compare! (10, F)  
Finding Patterns (10\*, G)  
Counting Money (11, G)  
Measure It! (16\*, I)

## Senses

What Do You See? (14\*, H)  
What Do You Smell? (15\*, I)  
What Do You Feel? (16\*, I)  
What Do You Hear? (16\*, I)

## Animals

Dogs (11\*, G) +  
Frogs (12\*, G) +  
Spiders (14\*, H) +  
Snakes (15\*, I) +  
Foxes (16\*, I) +  
Snails (16\*, I) +  
Whales (16\*, I) +  
Mice (18\*, K) +



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8 teacher support cards (1 for each title)  
NF7293-4 \$262.25

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8 teacher support cards (1 for each title)  
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# Discovery Connections Kit

RRL 10-18 • GRL F-K

Engage students and enrich your leveled reading lessons with the *Discovery Connections Kit*. High-interest, informational readers for K-2 topics are paired with reproducible resources to extend and reinforce your teaching.

## A Leveled Readers

From scaring the germs away to finding the perfect pet snake, there's something for everyone! Informational readers motivate students and are supported by text features such as headers, captions, and glossaries.

### Health

Wash Your Hands! (12\*, G) +  
All About Teeth (12, G) +  
Everyone Sleeps (14\*, H) +  
What's On Your Plate? (18\*, K) +

### Weather

What a Wind! (15\*, I) +  
Snow, Snow! (16\*, I) +  
Here Comes the Rain! (16\*, I)  
A Storm Is Coming! (16\*, I) +

### Math

Let's Compare! (10, F)  
Finding Patterns (10\*, G)  
Counting Money (11, G)  
Measure It! (16\*, I)

### Senses

What Do You See? (14\*, H)  
What Do You Smell? (15\*, I)  
What Do You Feel? (16\*, I)  
What Do You Hear? (16\*, I)

### Animals

Dogs (11\*, G) +  
Frogs (12\*, G) +  
Spiders (14\*, H) +  
Snakes (15\*, I) +  
Foxes (16\*, I) +  
Snails (16\*, I) +  
Whales (16\*, I) +  
Mice (18\*, K) +

A blended learning option includes printed books, as well as eBooks with audio. The eBook site license offers 3 years of unlimited school access.

## B Teacher Support Cards

Enrich lessons with phonics and word recognition activities, discussion questions, and extension activities for every book.



Dogs, Leveled Reader

Dogs, Teacher Support Card

## Resource Guide

See how to use the kit's components and reproducible worksheets for every book to connect reading with comprehension and language development. Pick and choose the activities to meet each student's needs.

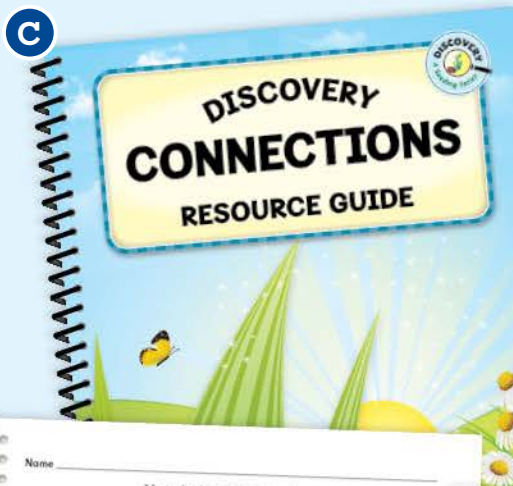
- Grammar and Mechanics Connection
- Vocabulary Connection
- Comprehension Connection
- Assessment Connection
- Text-to-Text Connection

**eBooks in  
Blended Learning  
Option!**



Reproducible practice  
for every leveled reader

Visit us online to [view samples](#) from the kit.




Name \_\_\_\_\_

### Comprehension Connection—Dogs

Circle the correct answer to questions 1-5. Then write your answer to question 6.

- What type of dog helps people who cannot see?  
A service dog  
B guide dog  
C search dog  
D guard dog
- How do dogs help farmers?  
A They carry things.  
B They look for lost people.  
C They help find food.  
D They move sheep.
- They search with their noses. What is the meaning of search?  
A see  
B look for  
C smell  
D sneeze



Resource Guide

Compare the reader  
and a similar passage

Name \_\_\_\_\_

### Text-to-Text Connection

Write an essay comparing how dogs help people and how dogs use their noses to help people. How are they alike? How are they different? Use details from each text you read to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

### Vocabulary Connection

Match the word with each group of words that tells about it.

- not the same
- the earth
- living things that move, eat, and respond to things
- help
- having power

strong  
different  
guide  
world  
animals

Read each sentence. Complete it with a word from the box.

firefighters worn danger exercise police

- Animals can sense \_\_\_\_\_ and this helps them get away safely.
- The \_\_\_\_\_ gave the teenager a speeding ticket.
- Did you \_\_\_\_\_ your family that the storm was coming soon?
- Walking your dog is good \_\_\_\_\_ that helps you keep in shape.
- The \_\_\_\_\_ put out the forest fire with water from their hoses.

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To Order

It's easy to keep your kit in full supply! Readers are sold individually and in 6-packs on page 126 and at [www.continentalpress.com](http://www.continentalpress.com).

#### DISCOVERY CONNECTIONS—PRINTED

144 Discovery readers, printed (6 each of 24 titles)  
24 teacher support cards, printed (1 for each title)  
1 resource guide, printed  
Convenient case, style may vary

NF0211-4 \$861.00

#### DISCOVERY CONNECTIONS—BLENDED LEARNING

144 Discovery readers, printed (6 each of 24 titles)  
24 Discovery readers, eBooks (access to all titles with a 3-year site license for unlimited school users)  
24 teacher support cards, printed (1 for each title)  
1 resource guide, printed  
Convenient case, style may vary

NF1116-1 \$1,386.00

\* On Reading Recovery Book List + AR™ Quiz available





# Nonfiction Collection

RRL 6-16 • GRL B-I

This popular collection helps students build their content-reading skills over a wide range of topics:

- Social Studies: transportation, history of modern technology, and more
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Books with rich illustrations and photos for visual support



Sink or Float?



# Birds and Insects Collection

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Whether in the sky or underground, these creatures are sure to keep every reader's interest.

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Free to Fly (8, E) +  
Hawks (12\*, F) +  
Puffins (13, H) +  
Giant Bugs  
Were Real! (13\*, I) +  
Dragonflies are  
Super Bugs (14\*, G) +  
Beetle Jobs (14\*, I) +  
Owls (15\*, H) +  
Ants (15\*, I) +  
Moth or Butterfly? (15\*, I) +  
Scarlet Macaws (15, I) +

Snap and Trap Plants (17\*, J) +  
A Bee's Home (18\*, K) +  
Why Do Worms Come Up  
When It Rains? (19\*, I) +



Ants



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**GUIDED READING**  
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NF4750-5 \$549.90

## BIRDS AND INSECTS COLLECTION

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NF7167-8 \$53.50

**GUIDED READING**  
84 books (6 copies of 14 titles)  
NF7168-5 \$311.20



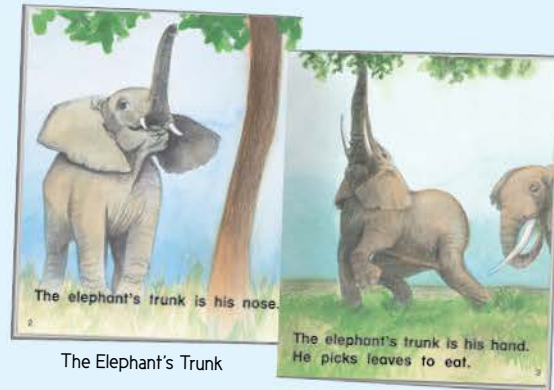


# Wild Animals Collection

RRL 7-16 • GRL E-H

Learn about the habitats and survival skills of these special mammals.

The Elephant's Trunk (7, E) +  
Wolves (7, E) +  
Prairie Town (9, F) +  
Black and White Ruffed Lemurs (10, F) +  
Beavers (11\*, F) +  
Monkey Tails (11, G)  
Hawks (12\*, F) +  
Kangaroos (12\*, G) +  
Snow Leopards (12\*, G) +  
Smart Pigs (13\*, H) +  
Zebras (13\*, H) +  
Cheetahs (14\*, G) +  
Camels (15\*, H) +  
Gorillas (16\*, H) +  
Skunks (16\*, H) +



The Elephant's Trunk

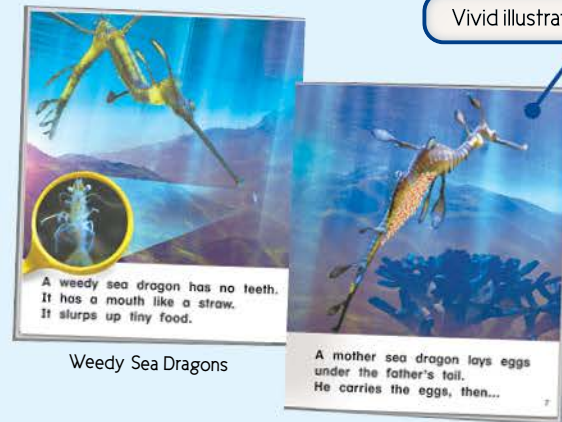


# Marine Animals, Amphibians, and Reptiles Collection

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Puffins (13, H) +  
Orca Whales (14\*, H) +  
Weedy Sea Dragons (14\*, G) +  
Lizard or Salamander? (15\*, I) +  
Toad or Frog? (17\*, I) +



Weedy Sea Dragons



Vivid illustrations

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To Order

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15 books (1 copy of 15 titles)  
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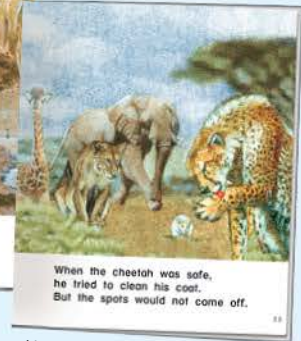


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The Stubborn Pig (13\*, G) +  
The Ant and the Pigeon (15\*, H) +  
The Bundle of Sticks (15\*, I) +  
The Contest (15, I) +  
How the Cheetah Got His Spots (15, I) +  
The Monkey and the Camel (16\*, I) +  
How the Owl Got His Hoot (16\*, I) +  
The Miller, His Son, and the Donkey (16\*, I) +  
The Fox and the Stork (17\*, I) +  
The Little Rabbit Who Wanted Red Wings (19\*, H) +



How the Cheetah Got His Spots



## Sherman Series

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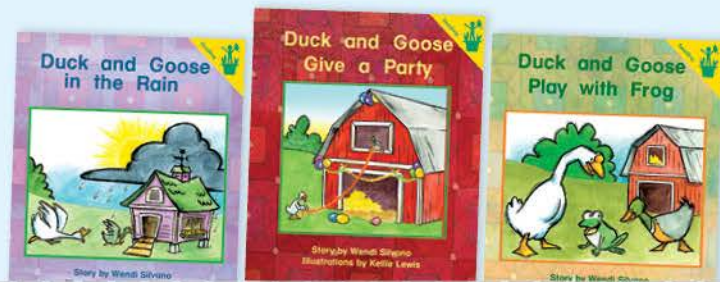
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Duck and Goose Play with Frog (9\*, F)  
Duck and Goose and the Perfect  
Puddle (9, F) +  
Duck and Goose Have a Picnic (11\*, F) +



Duck and Goose  
Have a Picnic

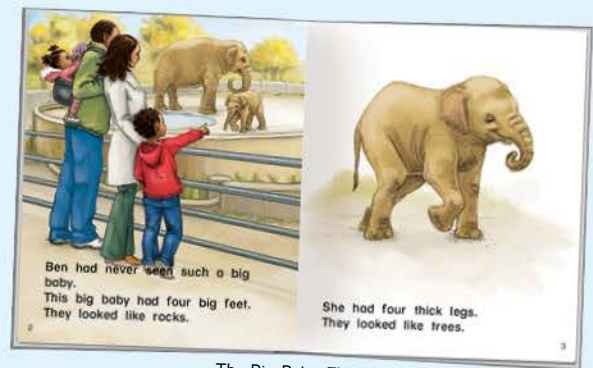


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Seedling readers are leveled to help you choose the right book for each student's ability.

### One CD with PDF files for:

#### • A Sprouts booklet with word and picture cards

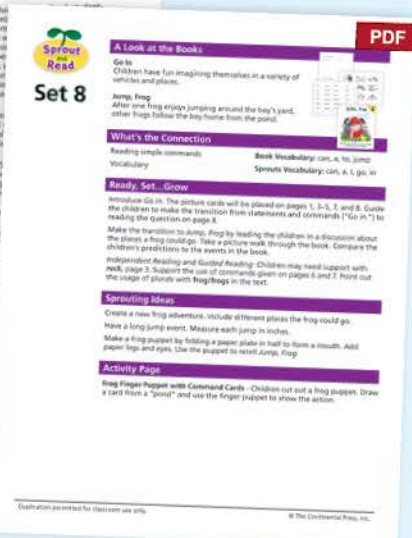
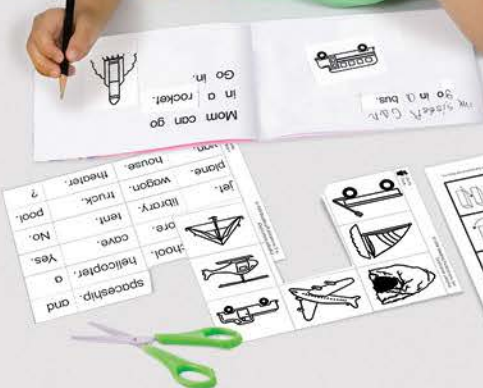
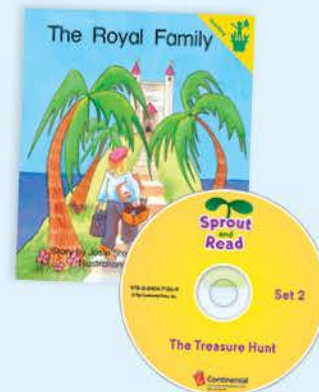
*Sprouts* is an efficient way to produce individualized, student-created text for the beginning reader and to practice high-frequency words in context. The words in the 8-page booklet become the anchors to guide students through the text. The matching word and picture cards can be used to complete the story. Teachers can print the files and assemble the booklet. Students can cut and paste the cards.

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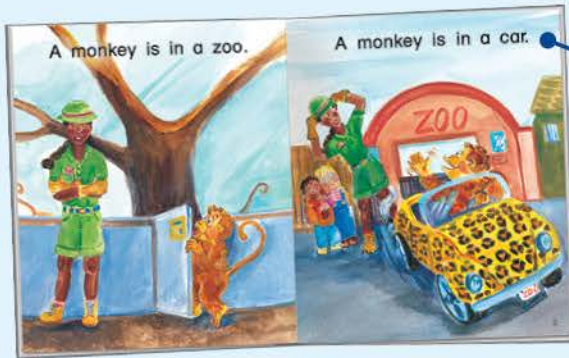
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A two-page guide shows the reader/*Sprouts* connection, ways to introduce the materials, and extension activities including those that make the home-school tie.



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A giraffe is in a zoo.



What Is in a Zoo?  
Student Samples-Set 6

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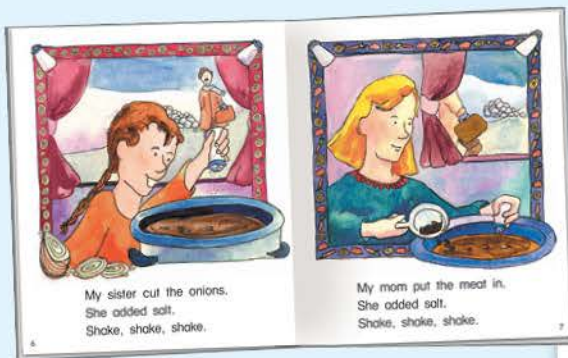
5

High-frequency  
words (vocabulary)

We will come  
to the  
to eat

We will all come.  
We will all eat

Come and  
Eat!-Set 18



What's for Dinner?-Set 18

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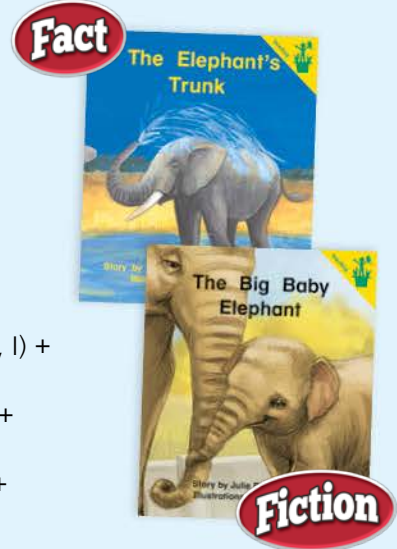


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Zebras (13*, H) +.....	The Quick Baby Zebra (13, H) +
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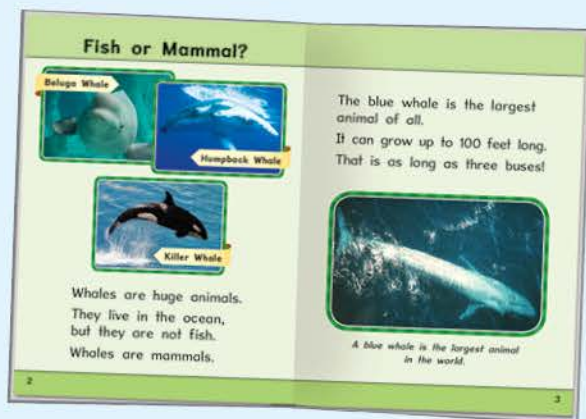


# Reading Recovery® Approved Titles Collection

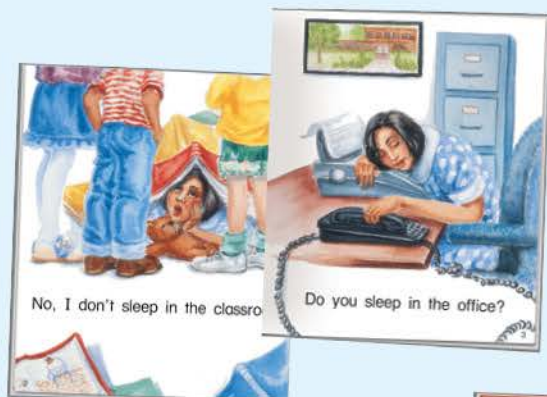
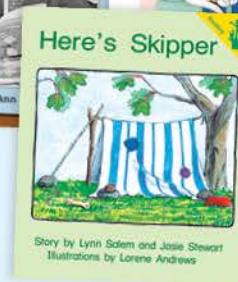
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For the complete list of books, turn to pages 125-126 and look for the \* symbol next to the Reading Recovery® levels.

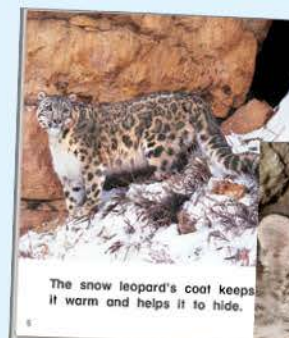
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Titles!



Whales



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We're Just Looking



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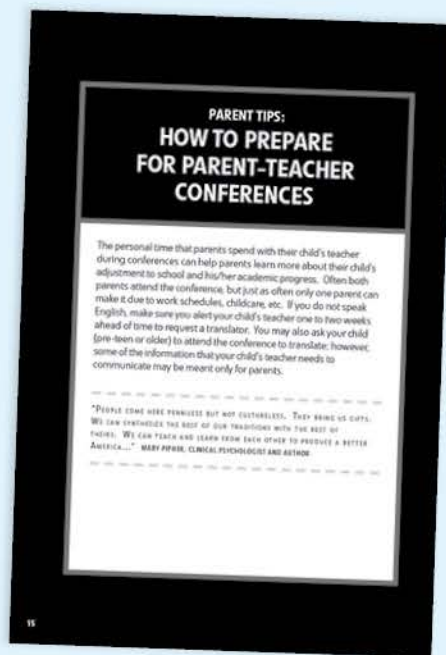
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Empowering Immigrant Parents

### College and Career Readiness: The Elementary School Years

#### WHY TALK ABOUT COLLEGE AND CAREER READINESS NOW?

College and career readiness has become a key educational priority in our schools. In today's global economy and competitive marketplace, a high-quality education is a pathway to opportunities and a prerequisite to success. Yes, college graduates generally earn more than less-educated workers, but education is about much more than income. According to a report by the Brookings Institution, a private non-profit organization that conducts independent research on current and emerging issues, education is also a significant determinant of many other important outcomes, including whether or not people get married, whether their children grow up in two-parent households, and even how long they will live.

#### When Does Readiness Begin?

The development and readiness stages are most often associated with age; in elementary school, children are engaged in the **awareness stage**: a time when they talk about what they want to be when they "grow up." This is when children may first become aware of the different levels of education and the different types of careers. They learn about different jobs from their family members, teachers, neighbors, and others in their community. Becoming aware is a critical formative stage for your child, and a time when parents begin to communicate their educational expectations.

During the middle school years, college and career readiness is often defined as the **exploration stage**: a time when children begin to think about and explore different educational and career opportunities. Children at this stage begin to associate what they like to do, with jobs that may call for that skill or capability.

During the high school years, students are engaged in the **planning and preparation stage** of college and career readiness: gaining a solid foundation of classes and coursework, achieving grade requirements, and practicing a strong work ethic that will give them access to positive post-secondary education and career opportunities.

As you can see, college and career readiness and preparation begin long before high school; the earlier the better!

#### TABLE OF CONTENTS

- 3 Goal of this Guide
- 4 Why Talk About College and Career Readiness Now?
- 5 Building a 21st Century Foundation
- 6 What It Means to be College- and Career-Ready
- 7 Defining Terms
  - Common Core State Standards and College and Career Readiness
  - What Parents Can Do
  - Talking About College and Careers
  - More Tips for Parents of Elementary Age Students
  - Money Matters: College Planning
  - Sources/Resources

#### WHAT PARENTS CAN DO

Parents play an important role in setting educational expectations; parents and other adult role models can also be a child's greatest influence and most powerful advocate for a successful future. Experts recommend that parents collaborate with teachers and counselors to ensure that their child develops the skills necessary to graduate with the academic, social and emotional skills necessary to handle the demands of post-secondary education, jobs and careers.

#### Academic Behaviors and Life Skills

Daily actions influence behavior and shape attitudes and beliefs about the importance of education. In the elementary school years, consider these academic behaviors, strategies and activities linked to student success:

**Attend school every day.** Review your school calendar and update your personal calendar to make sure you know when school is in session. Mark the dates of holidays, half-days, exams, and parent-teacher conferences and plan accordingly.

**Arrive on time.** Your student needs to arrive at school on time, ready to learn. Avoid last-minute delays by helping your student prepare the evening before with all materials needed for the next school day: clothing, book bag, homework, and/or signed papers. Give yourself a little extra time to get to school or the bus stop.

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## Parent Handbooks for K-2

These supportive books help parents take a more active role in their child's education. They're ideal for PTA/PTO to purchase for parent use and support ESSA's Parent and Family Engagement Provisions.

### Help Your Child Learn to Read

This award-winning book helps parents understand what is happening when their children are learning to read. Reading experts guide parents through the process and language of reading instruction and offer many easy activities to reinforce and enhance classroom experiences.

### Help Your Child Get Ready for Math

This book shows parents easy ways to use everyday items and activities to help their children learn basic math concepts and early math skills.

### What to Teach Your Child

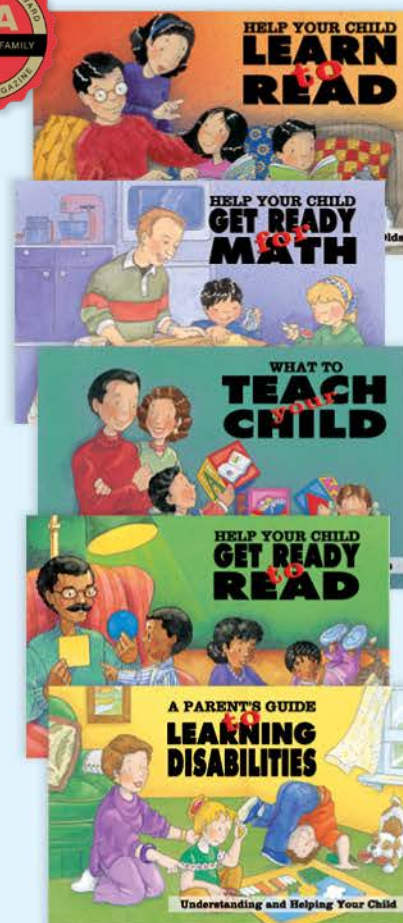
This hands-on guide by noted educator Dr. Elizabeth M. Wile presents simple activities for building children's motor skills, social skills, and speaking, observing, and listening skills.

### Help Your Child Get Ready to Read

Dr. Wile offers game-like activities that are fun for the whole family and help children develop basic reading readiness skills. Children gain practice in eye-hand coordination, listening and observing, and recognizing letters and words.

### A Parent's Guide to Learning Disabilities

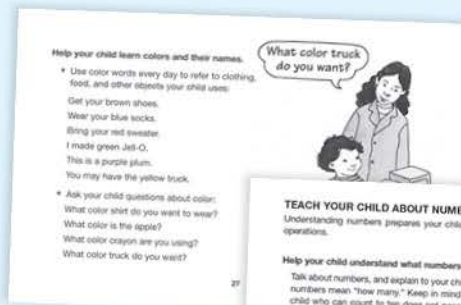
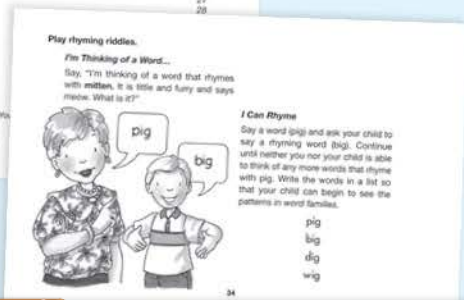
This book assists adults in understanding their children's disabilities and helping them deal with speaking, listening, visual, motor, and behavioral problems. It also includes information about ADHD and navigating the school system.



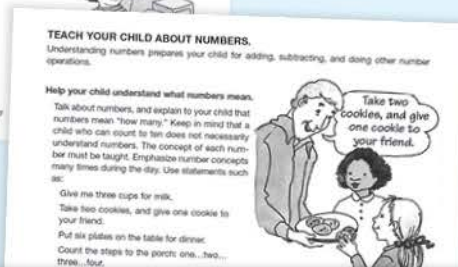
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Learn to Read



What to Teach  
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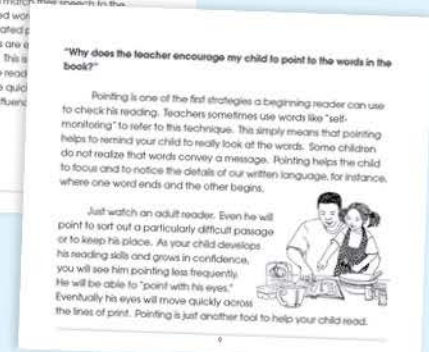
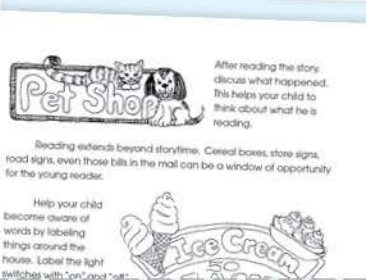
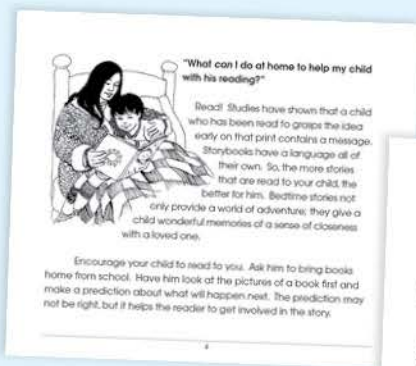
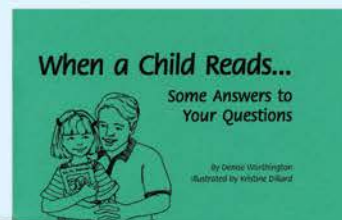


## When a Child Reads...

*When a Child Reads...* is a concise, easy-to-read handbook about beginning readers and classroom methods.

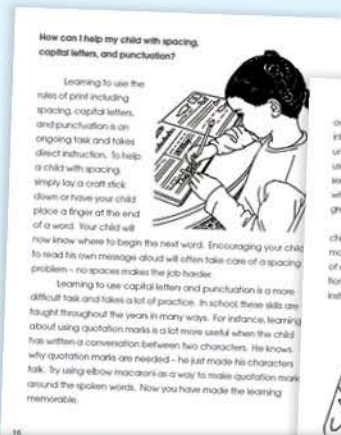
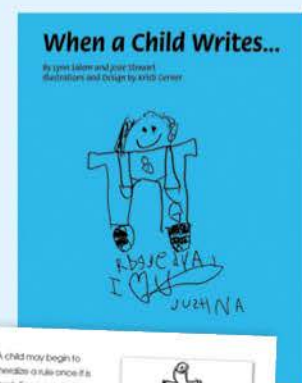
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### The Partners Literacy Kit for Parents

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Parent guide for additional readers

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#### A Partners Bookmark

A quick reference to the prompting questions and the Six Keys to Success found on the video. Also great for take-home reading bags!

#### B When a Child Writes...

Describes and demonstrates the developmental writing stages through children's writing samples.

#### C When a Child Reads...

Answers to the questions parents frequently ask.

#### D The Partners Video

Actual demonstrations of adults reading with children. Shows the Six Keys to Success and the prompting questions to use with beginning readers.

#### E Readers

Used to demonstrate the prompting questions in the video, handbook, and bookmark. Read by children on the video.

#### F The Partners Handbook

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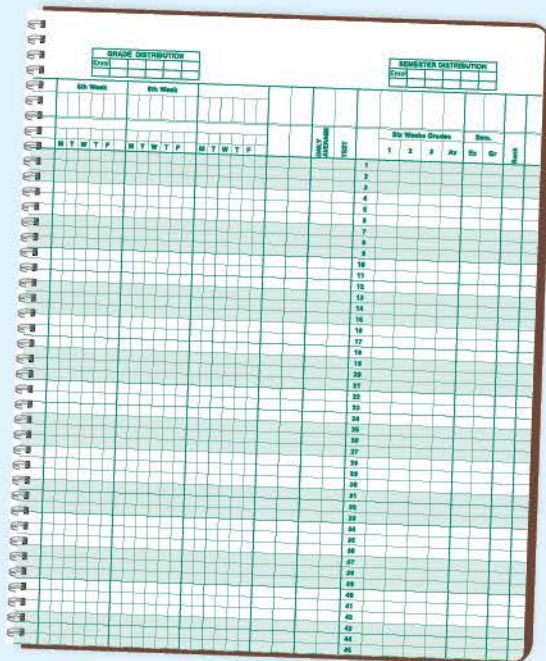
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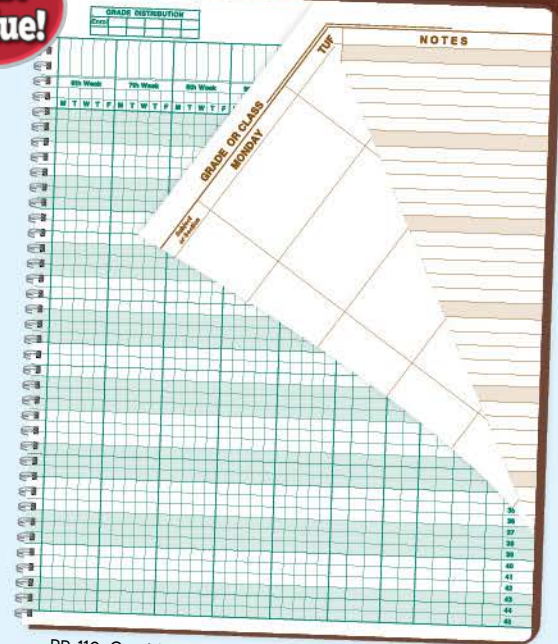
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Barnaby Bullfrog (10*, F ⇨) +	Early Fluent	NF3614-1	NF4528-0
Beach Relay (9, F) +	Early Fluent	NF4315-6	NF4647-8
Beavers (11*, F) +	Early Fluent	NF9925-2	NF4545-7
Bee's Home, A (18*, K ⇨) +	Fluent	NF9614-5	NF4584-6
Beetle Jobs (14*, I) +	Fluent	NF4390-3	NF4653-9
Before the Fridge (12, G ⇨) +	Early Fluent	NF3640-0	NF4612-6
Big Baby Elephant, The (11, G ⇨) +	Early Fluent	NF5533-3	NF5605-7
Big Bad Rex (16, I ⇨) +	Fluent	NF3607-3	NF4620-1
Biking (10, F)	Early Fluent	NF4383-5	NF4637-9
Bingo (7, E) +	Emergent	NF4264-7	NF4643-0
Birthday in the Woods, A (17*, F ⇨) +	Fluent	NF3590-8	NF4613-3
Black-and-White Ruffed Lemurs (10, F ⇨) +	Early Fluent	NF3674-5	NF4576-1
Boxes, Boxes, Boxes (7, E ⇨) +	Emergent	NF3591-5	NF4512-9
Bridges (5, D ⇨) +	Emergent	NF3637-0	NF4495-5
Brown Cow Frowned, The (10, F ⇨) +	Early Fluent	NF9689-3	NF9807-1
Brownie (3*, C ⇨)	Early Emerg	NF3629-5	NF4480-1
Bumpy, Bumpy, Bump (9, F ⇨) +	Early Fluent	NF3587-8	NF4554-9
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Crocodile's Smile (8*, E ⇨) +	Emergent	NF9913-9	NF4494-8
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Diddle Diddle Dumpling (7, E ⇨) +	Emergent	NF3684-4	NF4503-7
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Duck and Goose Give a Party (9*, E ⇨) +	Early Fluent	NF1694-5	NF1735-5
Duck and Goose Have a Picnic (11*, F ⇨) +	Early Fluent	NF1693-8	NF1734-8
Duck and Goose in the Rain (8*, E ⇨) +	Emergent	NF4708-6	NF4779-6
Duck and Goose Play with Frog (9*, F ⇨)	Early Fluent	NF4707-9	NF4780-2
Elephant's Trunk, The (7, E ⇨) +	Emergent	NF3658-5	NF4510-5
Festival Fun (5, D) +	Emergent	NF3645-5	NF4497-9
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Fox and the Stork, The (17*, I) +	Fluent	NF4770-3	NF4790-1
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Furry Baby Bear, The (7, E ⇨) +	Emergent	NF5532-6	NF5604-0
Gerbils Measure Up (7, E) +	Emergent	NF9610-7	NF4532-7
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Giant's Job, The (14, H ⇨) +	Fluent	NF3574-8	NF4604-1
Giraffes (15*, H) +	Fluent	NF4171-8	NF4591-4
Goat Who Wouldn't Come Home, The (11, G ⇨) +	Early Fluent	NF3612-7	NF4573-0
Good Morning Duck and Goose (8*, F ⇨) +	Emergent	NF4709-3	NF4781-9
Good Night Sky (5, D ⇨)	Emergent	NF3633-2	NF4484-9
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Hawks (12*, F ⇨) +	Early Fluent	NF9852-1	NF4595-2
Hedgehog Day (15, I ⇨) +	Fluent	NF3622-6	NF4600-3
Here's Skipper (2*, B ⇨)	Early Emerg	NF3555-7	NF4463-4
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Hickory Dickory Dock (5, D) +	Emergent	NF9760-9	NF4492-4
Hope Not (6, D ⇨)	Emergent	NF3546-5	NF4564-8
Hopscotch (12, G) +	Early Fluent	NF4177-0	NF4549-5
How the Cheetah Got His Spots (15, I) +	Fluent	NF4386-6	NF4654-6
How the Owl Got His Hoot (16*, I) +	Fluent	NF4712-3	NF4786-4
Howie Has a Stomachache (8, E ⇨) +	Emergent	NF3583-0	NF4605-8
Humpty Dumpty (3, C ⇨)	Early Emerg	NF3668-4	NF4470-2
I Am (3*, B ⇨)	Early Emerg	NF3644-8	NF4466-5

TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
I Am in a Family (4, C)	Early Emerg	NF4767-3	NF4776-5
I Can Write. Can You? (2*, B ⇨)	Early Emerg	NF3567-0	NF4462-7
If You're Happy and You Know It (6, D)	Emergent	NF4265-4	NF4634-8
In My Room (5*, D ⇨)	Emergent	NF9863-7	NF4483-2
In Search of Something Delicious (12, G ⇨) +	Early Fluent	NF9691-6	NF9812-5
Is Your Pail Full? (10*, F ⇨) +	Early Fluent	NF3628-8	NF4571-6
It's Game Day (6*, D ⇨)	Emergent	NF3544-1	NF4515-0
It's Raining, It's Pouring (4, C) +	Early Emerg	NF9920-7	NF4453-5
Itsy Bitsy Spider, The (4, C) +	Early Emerg	NF9758-6	NF4477-1
Jack and Jill (5, D ⇨) +	Emergent	NF3685-1	NF4473-3
Jack Be Nimble (5, D) +	Emergent	NF9922-1	NF4456-6
Jackie's New Friend (10, F ⇨) +	Early Fluent	NF3601-1	NF4618-8
Jamie the Lifeguard (8*, F ⇨) +	Emergent	NF5189-2	NF5383-4
Jump, Frog (3, C ⇨)	Early Emerg	NF3592-2	NF4467-2
Just Enough! (11, G ⇨) +	Early Fluent	NF3553-3	NF4597-6
Kangaroos (12*, G) +	Early Fluent	NF9873-6	NF4586-0
Kevin Counts (6, D ⇨) +	Emergent	NF9861-3	NF4504-4
King's Surprise, The (5, D ⇨)	Emergent	NF3573-1	NF4507-5
Kite Dance (7*, E ⇨) +	Emergent	NF3631-8	NF4496-2
Kookaburra (10, F) +	Early Fluent	NF4309-5	NF4638-6
Leaf, A (9, F) +	Early Fluent	NF3620-2	NF4565-5
Let's Play Jacks (8, E)	Emergent	NF4175-6	NF4498-6
Like Me (10, F) +	Early Fluent	NF9915-3	NF4544-0
Lillian the Librarian (16, I ⇨) +	Fluent	NF3616-5	NF4623-2
Little Bo-Peep (4, C ⇨) +	Early Emerg	NF3666-0	NF4475-7
Little Boy Blue (4, C) +	Early Emerg	NF9756-2	NF4479-5
Little Duck and Little Goose (5, D ⇨) +	Emergent	NF5187-8	NF5388-9
Little Miss Muffet (5, D ⇨) +	Emergent	NF3687-5	NF4506-8
Little Princess (8*, E ⇨) +	Emergent	NF9658-9	NF9803-3
Little Rabbit Who Wanted Red Wings, The (19*, H ⇨) +	Fluent	NF3662-2	NF4622-5
Lizard or Salamander? (15*, I) +	Fluent	NF4710-9	NF4784-0
Look! Bugs... (4*, C ⇨)	Early Emerg	NF3630-1	NF4481-8
Look In (3, C) +	Early Emerg	NF4766-6	NF4775-8
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Make Your Bed, Baby Gorilla (5, D)	Emergent	NF4768-0	NF4777-2
Making Baskets (15, I) +	Fluent	NF4312-5	NF4655-3
Making Music (10*, F) +	Early Fluent	NF4311-8	NF4651-5
Map Fun (4*, C ⇨)	Early Emerg	NF3083-5	NF5387-2
Maria's House (10, F ⇨) +	Early Fluent	NF9660-2	NF9808-8
Martian Goo (7, E ⇨) +	Emergent	NF3554-0	NF4522-8
Mary, Mary, Quite Contrary (3, C) +	Early Emerg	NF9924-5	NF4452-8
Mat Maker, The (10, F) +	Early Fluent	NF9914-6	NF4543-3
Meow, What Now? (14*, G ⇨) +	Fluent	NF3608-0	NF4611-9
Mice Live Everywhere (12, G) +	Early Fluent	NF9613-8	NF4577-8
Mike's Job (5, D) +	Emergent	NF3082-8	NF5385-8
Miller, His Son, and the Donkey, The (16*, I) +	Fluent	NF4718-5	NF4787-1
Molly Makes a Graph (11, G ⇨) +	Early Fluent	NF9860-6	NF4539-6
Monkey and the Camel, The (16*, I) +	Fluent	NF4719-2	NF4791-8
Monkey Tails (11, G)	Early Fluent	NF9612-1	NF4579-2
Moth or Butterfly? (15*, I) +	Fluent	NF4711-6	NF4785-7
Mother Goose (5, D) +	Emergent	NF9993-1	NF4493-1
Mother, May I? (3, C)	Early Emerg	NF4174-9	NF4451-1
Mouse's Baby Blanket (6*, D ⇨) +	Emergent	NF3582-3	NF4516-7
Mr. Miller's Old Car (9, F ⇨) +	Early Fluent	NF9856-9	NF4552-5
My Class (1, A ⇨)	Early Emerg	NF3570-0	NF4457-3
My Giraffe (3, C)	Early Emerg	NF3634-9	NF4469-6
My New Toolbox (5, D)	Emergent	NF3625-7	NF4500-6
My Pet (6*, D ⇨)	Emergent	NF3552-6	NF4513-6
Nettie's Spaghetti (10, F) +	Early Fluent	NF3618-9	NF4568-6
Never Be (6, D ⇨)	Emergent	NF3542-7	NF4508-2
No, I Won't (8, E ⇨) +	Emergent	NF9663-3	NF9813-2
No Luck! (10*, F ⇨) +	Early Fluent	NF3548-9	NF4567-9
Not Too Small at All (14*, H ⇨) +	Fluent	NF3636-3	NF4614-0
Not Very Messy, Unless... (9, F ⇨) +	Early Fluent	NF3609-7	NF4526-6
Notes from Mom (10*, F ⇨) +	Early Fluent	NF3543-4	NF4566-2
Notes to Dad (9*, F ⇨) +	Early Fluent	NF3577-9	NF4562-4
Octopus Goes to School (4*, C ⇨)	Early Emerg	NF3571-7	NF4489-4
Off to the Library (3, C ⇨)	Early Emerg	NF3603-5	NF4471-9
Oh, No, Sherman! (7*, E ⇨)	Emergent	NF3581-6	NF4524-2
Old King Cole (3, C ⇨)	Early Emerg	NF3667-7	NF4465-8
Old Mother Hubbard (4, C) +	Early Emerg	NF9923-8	NF4454-2
Old Woman Who Lived in a Shoe, The (5, D ⇨) +	Emergent	NF3665-3	NF4505-1
Open Your Eyes Sidney Miffet! (13, H ⇨) +	Fluent	NF3621-9	NF4602-7
Orca Whales (14*, H ⇨) +	Fluent	NF3672-1	NF4575-4



TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Our Family Reunion (2*, B ⇨)	Early Emerg	NF3081-1	NF5386-5
Our House Had a Mouse (8*, E ⇨) +	Emergent	NF3566-3	NF4541-9
Owls (15*, H) +	Fluent	NF9995-5	NF4588-4
Panama Canal, The (16, I) +	Fluent	NF9926-9	NF4593-8
Panda's Birthday Surprise (10, F ⇨) +	Early Fluent	NF3610-3	NF4581-5
Papa Penguin's Surprise (12*, F ⇨) +	Early Fluent	NF3638-7	NF4609-6
Peanut Hunt, The (12, G) +	Early Fluent	NF4310-1	NF4648-5
Pet for Grandma, A (14, H) +	Fluent	NF4680-5	NF4782-6
Pete's Tickets (5, D ⇨) +	Emergent	NF9864-4	NF4502-0
Picnic on the Sidewalk (10, F ⇨) +	Early Fluent	NF9858-3	NF4580-8
Play Ball, Sherman (9*, F ⇨) +	Early Fluent	NF3584-7	NF4560-0
Playing Safe (14, H) +	Fluent	NF1690-7	NF1737-9
Prairie Town (9, F ⇨) +	Early Fluent	NF3642-4	NF4555-6
Puffins (13, H ⇨) +	Fluent	NF3673-8	NF4599-0
Puppet Show, The (1, A)	Early Emerg	NF3632-5	NF4459-7
Pussy Cat, Pussy Cat (5, D ⇨) +	Emergent	NF3689-9	NF4474-0
Quick Baby Zebra, The (13, H ⇨) +	Fluent	NF5537-1	NF5609-5
Rock-A-Bye, Baby (4, C) +	Early Emerg	NF9755-5	NF4488-7
Row, Row, Row Your Boat (6, D) +	Emergent	NF4314-9	NF4635-5
Royal Family, The (1, A ⇨)	Early Emerg	NF3572-4	NF4458-0
Runaway Monkey (3*, B ⇨)	Early Emerg	NF3593-9	NF4464-1
Sand (13, H)	Fluent	NF4384-2	NF4652-2
Sand Art (13*, H) +	Fluent	NF4267-8	NF4642-3
Scarlet Macaws (15, I) +	Fluent	NF9919-1	NF4592-1
Scoop Bottle Ball (13, H) +	Fluent	NF4232-6	NF4650-8
Seed Surprise (7, E ⇨)	Emergent	NF3619-6	NF4517-4
Seven Cool Cats (9, F ⇨) +	Early Fluent	NF3611-0	NF4535-8
Shape Story, A (5, D ⇨) +	Emergent	NF9862-0	NF4509-9
She'll Be Coming Round the Mountain (8, E)	Emergent	NF4266-1	NF4644-7
Shells (2, B ⇨)	Early Emerg	NF3643-1	NF4486-3
Sherman (5*, C ⇨) +	Emergent	NF3627-1	NF4501-3
Sherman in the Talent Show (16, I) +	Fluent	NF4760-4	NF4783-3
Sherman's Happy Walk (8*, E ⇨) +	Emergent	NF3487-1	NF1731-7
Sherman's Lost And Found (11, G ⇨) +	Early Fluent	NF9921-4	NF4551-8
Sherman's Shenanigans (8, E ⇨) +	Emergent	NF5188-5	NF5384-1
Shiny Baby Penguin, The (11, G ⇨) +	Early Fluent	NF5536-4	NF5608-8
Simple Simon (3, C) +	Early Emerg	NF9759-3	NF4472-6
Sink or Float? (5, D)	Emergent	NF4391-0	NF4636-2
Skunks (16*, H ⇨) +	Fluent	NF3676-9	NF4596-9
Sleepy Red Ladybug, The (10, F) +	Early Fluent	NF9912-2	NF4546-4
Smart Pigs (13*, H ⇨) +	Fluent	NF9615-2	NF4578-5
Snap and Trap Plants (17*, J) +	Fluent	NF4231-9	NF4657-7
Snow Leopards (12*, G) +	Early Fluent	NF9910-8	NF4585-3

## DISCOVERY & BEGINNING BIOGRAPHY READERS

DISCOVERY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
A Storm Is Coming! (16*, I) +	Fluent	NF7161-6	NF7280-4
All About Teeth (12, G) +	Early Fluent	NF7156-2	NF7275-0
Counting Money (11, G)	Early Fluent	NF7144-9	NF7263-7
Dogs (11*, G) +	Early Fluent	NF7148-7	NF7267-5
Everyone Sleeps (14*, H) +	Fluent	NF7153-1	NF7272-9
Finding Patterns (10*, G)	Early Fluent	NF7160-9	NF7279-8
Foxes (16*, I) +	Fluent	NF7158-6	NF7277-4
Frogs (12*, G) +	Early Fluent	NF7154-8	NF7273-6
Here Comes the Rain! (16*, I)	Fluent	NF7152-4	NF7271-2
Let's Compare! (10, F)	Early Fluent	NF7159-3	NF7278-1
Measure It! (16*, I)	Fluent	NF7146-3	NF7265-1
Mice (18*, K) +	Fluent	NF7151-7	NF7270-5
BEGINNING BIOGRAPHY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Barack Obama (20*, M)	Fluent	NF7785-4	NF7829-5
Dr. Seuss (20*, M)	Fluent	NF7789-2	NF7833-2
James Naismith (20*, M)	Fluent	NF7782-3	NF7826-4
Jim Henson (20*, M)	Fluent	NF7792-2	NF7836-3
J. K. Rowling (20*, M)	Fluent	NF7791-5	NF7835-6
Neil Armstrong (20*, M)	Fluent	NF7787-8	NF7831-8

## TREETOP READERS

TREETOP TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
At the Post Office (22, N)	Transitional	NF1688-4	NF1733-1
Betsy Ross's Refrigerator (20, L)	Transitional	NF1689-1	NF1736-2
Cleaning Day at the Firehouse (18, K)	Transitional	NF4758-1	NF4798-7
Count the Stars (20, M)	Transitional	NF4402-3	NF4795-6
Flags on High! (18, K)	Transitional	NF1753-9	NF1756-0
Nee and the Elephants (20, M)	Transitional	NF4705-5	NF4796-3

TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Snowflakes (10, F ⇨) +	Early Fluent	NF9853-8	NF4594-5
Snuggle Up (9, F ⇨) +	Early Fluent	NF3605-9	NF4553-2
Special Invitation for Sherman, A (14, H) +	Fluent	NF3488-8	NF1732-4
Squeaky Clean (4*, C ⇨)	Early Emerg	NF3639-4	NF4468-9
Stallion's Call, The (7, E ⇨)	Emergent	NF3588-5	NF4536-5
Stamp Your Paper! (8*, E) +	Emergent	NF4316-3	NF4646-1
Star Light, Star Bright (3, C)	Early Emerg	NF9757-9	NF4478-8
Staying with Grandma Norma (10*, F ⇨) +	Early Fluent	NF3549-6	NF4570-9
Stubborn Pig, The (13*, G) +	Fluent	NF4385-9	NF4649-2
Sun's Magic, The (2, B ⇨)	Early Emerg	NF3641-7	NF4485-6
Surprise in the Van, A (12, G) +	Early Fluent	NF7138-8	NF7215-6
Take A Bow, Jody (7*, D ⇨) +	Emergent	NF3578-6	NF4520-4
Taking Care of Rosie (7*, E ⇨) +	Emergent	NF3547-2	NF4530-3
Tall Baby Giraffe, The (7, E ⇨) +	Emergent	NF5534-0	NF5606-4
This Is the Seed (13*, G ⇨) +	Fluent	NF9692-3	NF9805-7
This Little Pig (5, D ⇨) +	Emergent	NF3688-2	NF4487-0
Toad or Frog? (17*, I) +	Fluent	NF9611-4	NF4603-4
Treasure in the Attic (12, G ⇨) +	Early Fluent	NF3652-3	NF4616-4
Turtle Trouble (8, E ⇨) +	Emergent	NF9872-9	NF4563-1
Turtles Everywhere (12*, G) +	Early Fluent	NF9911-5	NF4547-1
Two Points (2*, B ⇨)	Early Emerg	NF3579-3	NF4461-0
Under the Old Oak Tree (12, G ⇨) +	Early Fluent	NF9857-6	NF4598-3
Use Your Beak! (10, F ⇨) +	Early Fluent	NF3606-6	NF4583-9
Water (8*, C ⇨)	Emergent	NF4392-7	NF4645-4
Weedy Sea Dragons (14*, G ⇨) +	Fluent	NF9855-2	NF4608-9
Wee Willie Winkie (5, D ⇨)	Emergent	NF3670-7	NF4476-4
We're Just Looking! (4*, E ⇨) +	Early Emerg	NF9693-0	NF9802-6
What a School (10*, F ⇨) +	Early Fluent	NF3551-9	NF4569-3
What Would the Zoo Do? (6, D ⇨) +	Emergent	NF3580-9	NF4518-1
What's for Dinner? (7*, E ⇨) +	Emergent	NF3550-2	NF4531-0
When Animals Sleep (7, E) +	Emergent	NF3739-1	NF4534-1
When You Meet an Owl (16, I) +	Fluent	NF4234-0	NF4656-0
Where Does the Teacher Sleep? (4*, C ⇨)	Early Emerg	NF3575-5	NF4490-0
Where's the Snow? (12*, G ⇨) +	Early Fluent	NF3617-2	NF4561-7
Who Will Be It? (13, H)	Fluent	NF4178-7	NF4587-7
Why Do Worms Come Up When It Rains? (19*, I ⇨) +	Fluent	NF9690-9	NF9811-8
Willy's Hats (7, E ⇨)	Emergent	NF3569-4	NF4523-5
Wolves (7, E ⇨) +	Emergent	NF3661-5	NF4511-2
Yoshiko's Surprise (6*, E ⇨) +	Emergent	NF9664-0	NF9804-0
Zap! (11*, G ⇨) +	Early Fluent	NF3613-4	NF4529-7
Zebras (13*, H ⇨) +	Fluent	NF3664-6	NF4558-7
Zoo in Willy's Bed, The (8*, E ⇨) +	Emergent	NF3568-7	NF4542-6

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DISCOVERY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Snails (16*, I) +	Fluent	NF7141-8	NF7260-6
Snakes (15*, I) +	Fluent	NF7140-1	NF7259-0
Snow, Snow! (16*, I) +	Fluent	NF7142-5	NF7261-3
Spiders (14*, H) +	Fluent	NF7155-5	NF7274-3
Wash Your Hands! (12*, G) +	Early Fluent	NF7150-0	NF7269-9
Whales (16*, I) +	Fluent	NF7162-3	NF7281-1
What a Wind! (15*, I) +	Fluent	NF7143-2	NF7262-0
What Do You Feel? (16*, I)	Fluent	NF7139-5	NF7258-3
What Do You Hear? (16*, I)	Fluent	NF7147-0	NF7266-8
What Do You See? (14*, H)	Fluent	NF7145-6	NF7264-4
What Do You Smell? (15*, I)	Fluent	NF7157-9	NF7276-7
What's on Your Plate? (18*, K) +	Fluent	NF7149-4	NF7268-2
BEGINNING BIOGRAPHY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Ruth Handler (20*, M)	Fluent	NF7784-7	NF7828-8
Sonia Sotomayor (20*, M)	Fluent	NF7788-5	NF7832-5
Steve Jobs (20*, M)	Fluent	NF7781-6	NF7825-7
Sylvia Earle (20*, M)	Fluent	NF7786-1	NF7830-1
Wally Amos (20*, M)	Fluent	NF7783-0	NF7827-1
Walt Disney (20*, M)	Fluent	NF7790-8	NF7834-9

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TREETOP TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Noah Goes to School (18, K)	Transitional	NF4193-0	NF4794-9
Presidential Pets (20, L)	Transitional	NF1729-4	NF1755-3
Riding the Roller Coaster (18, K)	Transitional	NF1691-4	NF1738-6
Skateboard Park, The (20, K)	Transitional	NF4717-8	NF4797-0
Twins (18, K)	Transitional	NF1692-1	NF1739-3
Whistle Tour, A (20, L)	Transitional	NF4759-8	NF4799-4



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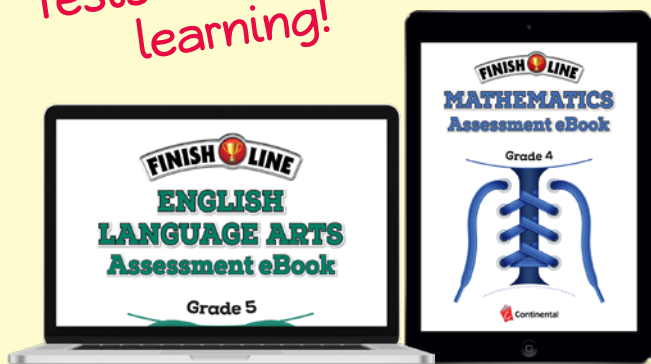
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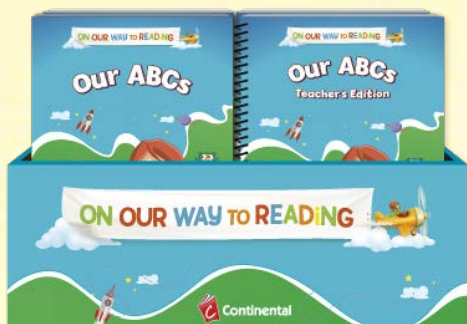
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