Mc Graw Hill

GRADES
K–5

Program Overview

Discover where literacy can take you and your K–5 students

Emerge!
McGraw Hill Literacy

Welcome to *McGraw Hill Literacy: Emerge!*

Strong, confident readers grow over time—nurtured by the guidance of dedicated teachers, families, and instruction that sparks curiosity and self-efficacy within every learner. *Emerge!* leads students through the first leg of their literacy journey, taking them through the steps of learning to read, reading to learn, and developing the writing and critical thinking skills to match. While each journey is unique, the destination is the same; each student emerges on the other side with the foundational skills and funds of knowledge they need to conquer the challenges ahead.

Emerge into the World of Literacy

We've zeroed in on what K–5 students and teachers like you need from their literacy curriculum, resulting in five key areas of focus that guide *McGraw Hill Literacy: Emerge!*.

1 Instruction Rooted in the Science of Literacy

Every instructional moment is supported by the latest research and our expert authorship team, transforming a rich body of evidence into simple, actionable practices.

Scan to learn more about the Science of Literacy

2 Just-in-Time Data to Inform Your Instruction

Daily data insights determine what students know and where they need additional support—informing each new day of instruction.

3 Personalized Journeys for You and Your Students

Every student—including multilingual learners, gifted learners, and those in need of additional support—receives tailored learning recommendations, while every teacher—from newcomers to seasoned veterans—has the professional learning supports they need to thrive.

4 Motivational, Student-Centric Learning Opportunities

Opportunities to exercise choice, set goals, and track progress make the learning journey meaningful and cultivate students' intrinsic motivation.

5 Diverse, Knowledge-Building Text Collections

Relevant, cross-disciplinary texts expand students' understanding of their world—and themselves—while building comprehension and knowledge.

Student-Centric Learning

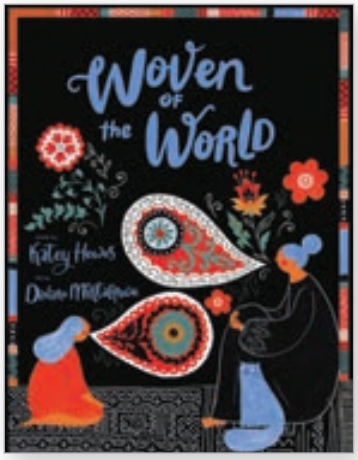
With *Emerge!*, learning gets personal. Taking a student-centric approach to instruction, *Emerge!* puts forth engaging, relevant texts, activities, and interactives that inspire curiosity and motivate your students to discover the world around them—and discover more about themselves along the way.

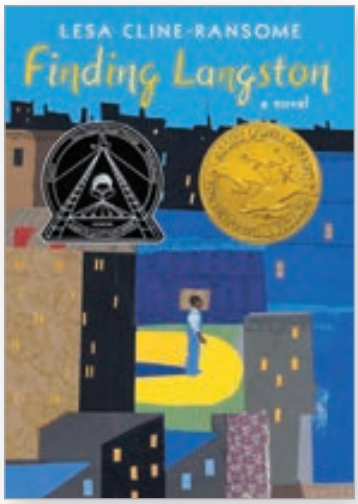
Personalization for All

Every student—no matter their needs, abilities, or interests—benefits from tailored learning recommendations that meet them where they are. Our dynamic learning system tracks students' preferences and performance over time, using this data to serve up the most effective content and activities for each learner.

Relevant, Contemporary Text Sets

Our instruction honors and builds upon the rich experiences and prior knowledge that each student brings to the classroom. With deep, multi-genre explorations into literature, science, and social studies, each text set invites discussion, collaboration, and peer engagement among students.





Monitor Learning

Lessons in *Emerge!* are built with student agency in mind. Each lesson begins with a Learning Goal and ends with students completing the Check-In Routine.

Learning Goal

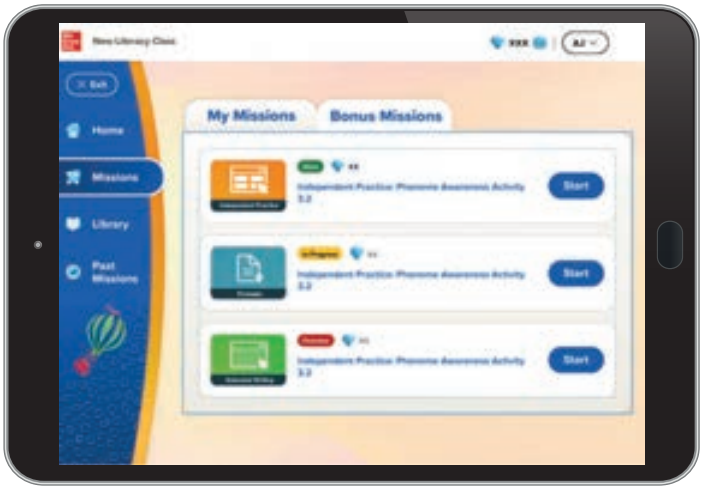
Learning Goals are student-friendly "We can . . ." statements tied to student outcomes. These are meant to be read aloud to students at the beginning of each lesson. They explain what students will be learning and why.

Check-In

To complete the **Check-In Routine**, students will:

- Share how they met the Learning Goal with a partner.
- Self-assess to determine if the goal was met. Students will hold up one, two, three, or four fingers to indicate their level of understanding.
  1. I did not understand the Learning Goal.
  2. I understood some things about the Learning Goal. I need more support.
  3. I understood how to do the lesson, but I need more practice.
  4. I understood the Learning Goal really well. I could teach someone how to do it.

See ***Emerge!* Essentials** for more Check-In strategies.



Opportunities for Student Choice

Emerge! embeds student choice in its framework, giving them the freedom to shape their own literacy journeys alongside the teacher. Students take ownership by selecting "bonus mission" activities on their To-Do lists and can choose between a variety of Culminating Tasks to show what they know.

Peer Collaboration

Opportunities for peer review, feedback, sharing, and discussion foster a rich classroom community where every student feels heard and motivated to participate.

Partner Talk icons clearly identify opportunities for peer collaboration.

The *Emerge!* Instructional Model

The literacy block supports foundational skills, comprehension and knowledge building, and writing about texts and topics to cohesively connect the strands needed for skilled reading and writing. *Emerge!* takes an **explicit, systematic approach** to teaching these key strands, employing a gradual release framework and routines that transform research into actionable practice.

Grades K–1: **2 hours** 12 UNITS, 3 WEEKS LONG

Grades 2–5: **90 min to 2 hours** 9 UNITS, 4 WEEKS LONG

Foundational Skills (K–2)

The building blocks of reading and writing abilities, foundational skills are taught explicitly, systematically, and supported by clear routines.

45–50 minutes

Building Knowledge and Comprehension (K–5)

Students build knowledge by diving deep into a series of texts and topics, listening, reading, discussing, and writing to enhance comprehension. In Grades 3–5, explicit word structure instruction integrates foundational skills into the building knowledge and comprehension strand.

K–1: 45–50 minutes
2–5: 40–70 minutes

Extended Writing (2–5)

In Grades 2–5, extended writing becomes longer and more complex. As they work on more sophisticated genre writing projects, students move through the stages of the writing process recursively to help synthesize and analyze their thoughts.

20–30 minutes

Focus Group (K–5)

Grouping students based on data about their instructional needs, Focus Group helps teachers meet students where they are with personalized instruction independent of where they are in the scope and sequence.

Independent Time (K–5)

While teachers meet with Focus Groups, students work independently to complete must-do and may-do activities online or in their Student Companions.

20 minutes

Study Group (K–5)

Scaffolded instruction to support grade-level content for students who need it, drawing on data to determine who joins the group and giving students the chance to opt in.

Putting Research into Practice

Gradual Release of Responsibility

Emerge! employs a gradual release of responsibility framework—a proven pedagogical approach that slowly transitions the responsibility for learning from the teacher to the student. Here's how it works:

- **I Do:** Explain and model to your students what it is they are learning to do.
- **We Do:** Students get to practice while you guide, teach, and provide immediate corrective feedback—working together and sharing the instruction.
- **You Do:** After students have had the chance to practice with you, it's time for them to practice on their own. Observe and offer corrective feedback as students collaborate and practice.

Gradually transitioning the responsibility for learning onto students promotes their growth and confidence as independent learners. Simultaneously, this framework frees up teachers to work closely with individual students, meeting them exactly where they are and encouraging them to work at their own pace.

Research-Based Routines

Routines help streamline the learning experience for students, reducing their cognitive load to help them focus on the learning rather than the process of learning. Not only are routines themselves a research-proven strategy, but the specific types of routines employed in *Emerge!* are also rooted in best practices identified by the expertise of our authors to ensure effective instruction.

High-Frequency Word Routine	Script	Materials
Say It	This is the word *down*. **Say:** *down*.	down **High-Frequency Word Card**
Tap It	• **Tap** out the sounds: /d/ /ou/ /n/. • Make a dot for each sound.	
Spell It	Let's **spell** *down*. Say the letters with me: *d*, *o*, *w*, *n*. • What letter stands for /d/? Write *d*. • /ou/ is spelled *ow*. Write *ow*. Remember this spelling. • What letter stands for /n/? Write *n*. • Scoop your finger to read the word: *down*.	d ow n down **Response Board**
Write It	Let's **write** *down*: • Check your work and fix any misspellings.	

Foundational Skills

Foundational skills are critical to building lifelong literacy; without them, complex learning cannot take place. Our goal is to make teaching foundational literacy skills as easy and efficient as possible with explicit, systematic, cumulative instruction—which research indicates is the most effective means of imparting foundational knowledge.

As such, our instruction and practice is centered on a clear, consistent set of routines that follow a gradual release process. This process moves students from developing isolated word reading skills to contextualized practice:

1. Model Routines

The following routines provide targeted and explicit modeling of the foundational skills:

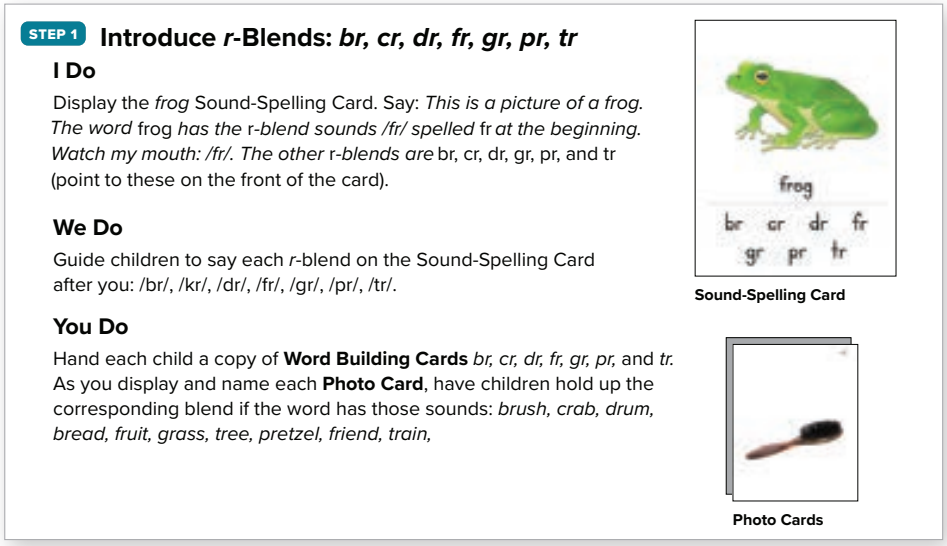
- **Phoneme Awareness:** Identify, Blend, and Segment Phonemes
- **Decoding:** Sound-Spelling, Word Blending, Word Building
- **Encoding:** Handwriting, Word Dictation
- **High-Frequency Word**

2. Guide Practice

Guided instruction and immediate corrective feedback provide students with the support needed to grasp the foundational skills. As their skills develop, they then move toward independent practice.

3. Move Toward Automaticity

Students move toward automaticity as they practice word reading and connected text reading—transferring learning of isolated words to reading connected texts through daily Decodable Readers.



STEP 1 **Introduce *r*-Blends: *br, cr, dr, fr, gr, pr, tr***

I Do

Display the *frog* Sound-Spelling Card. Say: *This is a picture of a frog. The word* frog *has the* r*-blend sounds /fr/ spelled* fr *at the beginning. Watch my mouth: /fr/. The other* r*-blends are* br, cr, dr, gr, pr, and tr (point to these on the front of the card).

We Do

Guide children to say each *r*-blend on the Sound-Spelling Card after you: /br/, /kr/, /dr/, /fr/, /gr/, /pr/, /tr/.

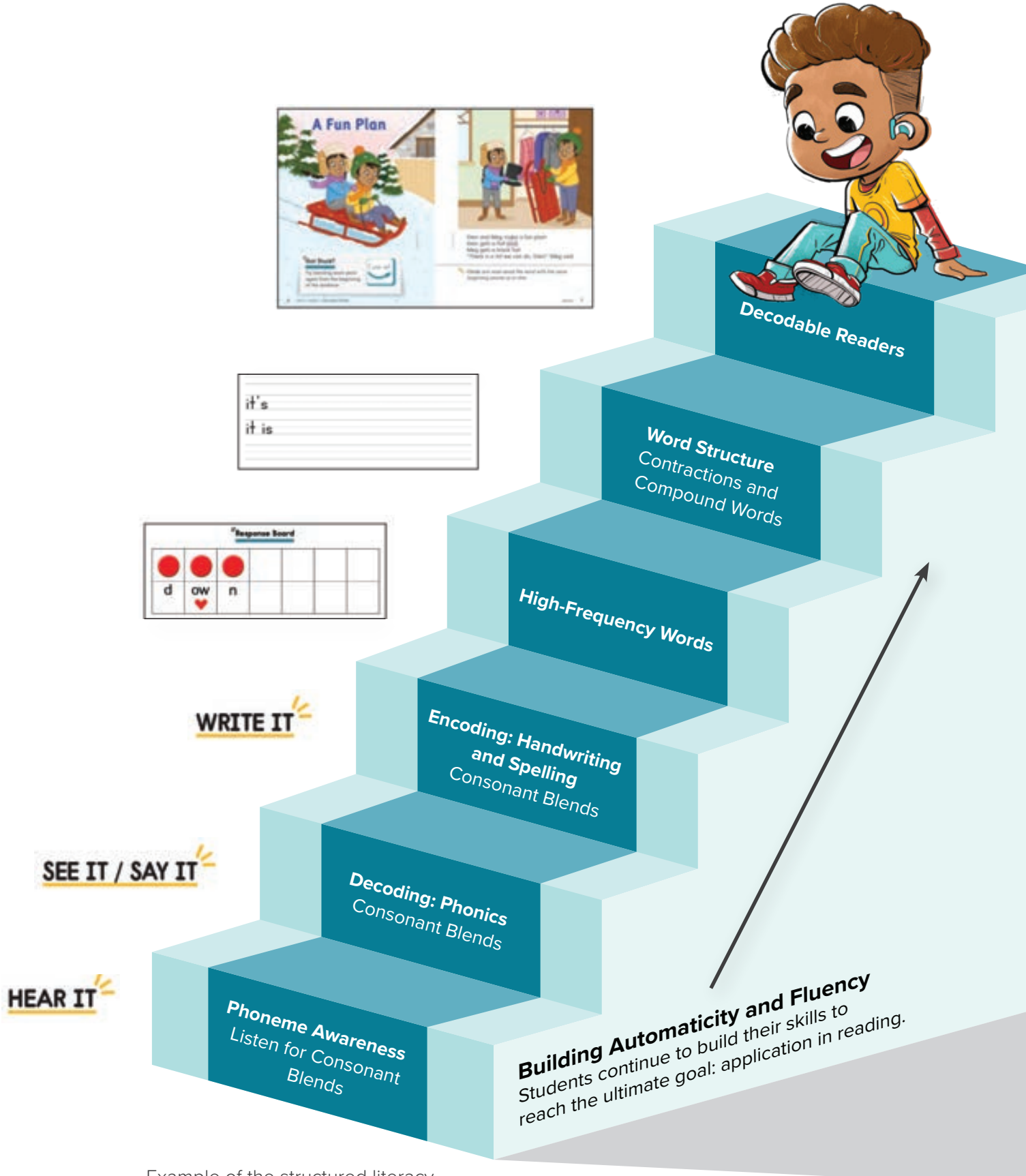
You Do

Hand each child a copy of **Word Building Cards** *br, cr, dr, fr, gr, pr,* and *tr.* As you display and name each **Photo Card**, have children hold up the corresponding blend if the word has those sounds: *brush, crab, drum, bread, fruit, grass, tree, pretzel, friend, train,*

Sound-Spelling Card

Photo Cards

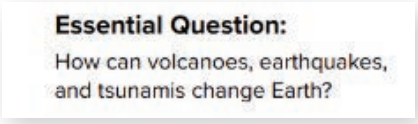
A foundational skills I Do, We Do, You Do routine introducing r-blends



Example of the structured literacy approach for Grade K

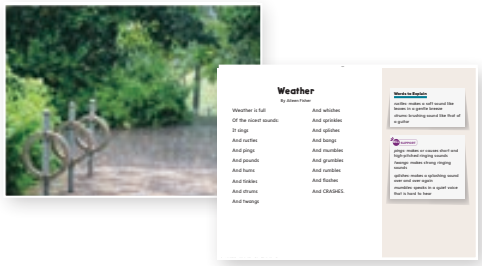
Building Comprehension and Knowledge

Even the youngest learners come to the classroom full of rich experiences, perspectives, and prior knowledge. *Emerge!* activates and builds upon this base of knowledge with three to four weeks of text-driven instruction—a research-based best practice to ensure students have the time they need to comprehend the texts and topics they're reading and build vast, interconnected webs of knowledge. These texts focus on depth and breadth, diving into vertically aligned, cross-disciplinary topics in literature, science, and social studies. Features of the Building Comprehension and Knowledge strand include:



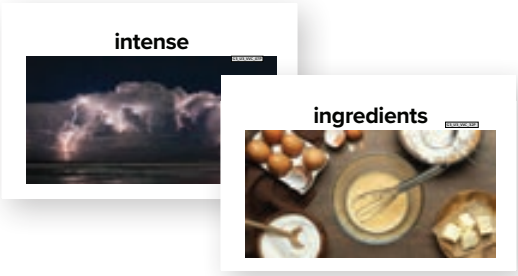
Concept Knowledge

Prepare students to engage with the Essential Question by building a shared knowledge base.



Read Aloud

Help students build and apply concept knowledge to a text that provides questions and answers to support listening comprehension.

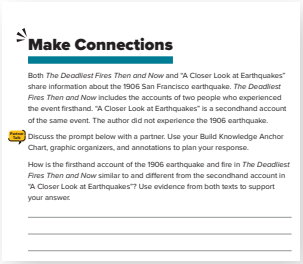


Vocabulary

New concept and target words deepen student understanding and expand their oral vocabularies to support comprehension and knowledge building.

Reading a Connected Text Set

Students read and reread texts for discovery, deeper understanding, and finally, for the author's craft and purpose—building knowledge on the weekly Focus Question.


Make Connections

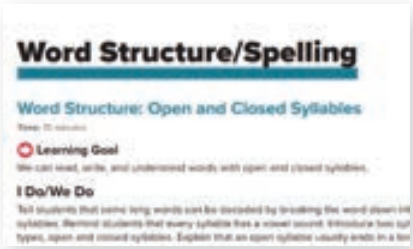
Both *The Deadliest Fires Then and Now* and "A Closer Look at Earthquakes" share information about the 1906 San Francisco earthquake. *The Deadliest Fires Then and Now* includes the accounts of two people who experienced the event firsthand. "A Closer Look at Earthquakes" is a secondhand account of the same event. The author did not experience the 1906 earthquake.

Discuss the prompt below with a partner. Use your Build Knowledge Anchor Chart, graphic organizers, and annotations to plan your response.

How is the firsthand account of the 1906 earthquake and fire in *The Deadliest Fires Then and Now* similar to and different from the secondhand account in "A Closer Look at Earthquakes"? Use evidence from both texts to support your answer.

Writing

Teachers explicitly model writing about the text for students, gradually preparing them to practice and apply their skills to longer and more complex writing tasks.


Word Structure/Spelling

Word Structure: Open and Closed Syllables

Learning Goal

I Do/We Do

Word Structure (Grades 3–5)

Students move toward more advanced word structure and spelling skills that connect decoding and encoding.

Fluency

Accuracy, Appropriate Rate, and Expression

Learning Goal

Explain/Model

Fluency

Repeated rereading helps students build automaticity so they can focus on the meaning of the text rather than decoding.

Share Your Knowledge

Write about Lessons Learned

Audience and Purpose

Audience:

Purpose:

Culminating Task

Provide students with engaging ways to share the knowledge and skills they have gained throughout the unit.

READING-WRITING CONNECTION

Reinforce how writing connects to the class texts students are reading with **Reading-Writing Connection** activities.

Read, Annotate, Discuss, and Respond Routine		Materials
Use the **Get Ready, Get Set, Go!** instruction to help students understand the text's genre and structure. Students set a purpose for reading and follow this routine.		**Printable** GRAPHIC ORGANIZER DIGITAL **PRINTABLE** **Directed Text 3.2**
Read	Teachers may choose to read the text aloud as students read along, or have students choral or echo read.	
Annotate	Students use the Student Companion prompts to underline important ideas and text evidence. Optional prompts marked by blue boxes in the Teacher's Edition offer additional support.	
Discuss	Pause at the Stop and Checks to check comprehension. Students complete the graphic organizer and discuss the text to identify the main idea.	
Respond	Students will write a summary of or response to the text after reading.	

Writing

In the words of program author Dr. Steve Graham, **“Reading and writing are intimately related. Teaching one improves the other. Teaching them together is even better.”**

Emerge! leverages this proven phenomenon, otherwise known as the reading-writing connection, by providing students with explicit writing instruction that deepens their understanding of text and topic.

Grades K–1

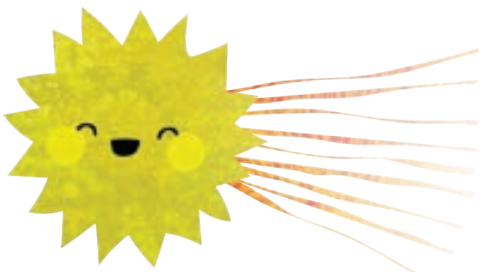
Students in Grades K–1 focus on the fundamentals of writing and practice emergent writing skills. Once the foundation is set, teachers can choose one of two writing pathways: the Weekly Writing Pathway, grounded in topic and text, or the Extended Writing Pathway, which guides students through the writing process recursively and provides genre-based writing models.

Weekly Writing

Weekly writing focuses on writing grounded in text and topic. Students use their writing skills and what they’ve learned about the unit topic to work toward writing sentences. At the end of each week and unit, students also use their writing skills to engage in a Culminating Task tied to the knowledge they are building.

Extended Writing

Starting in Unit 6, students begin to apply their growing writing and grammar skills to longer writing pieces. The Extended Writing lessons follow a gradual release process, moving students recursively through Explain, Model, Guided Practice, and Apply within each phase of the writing process.



Grades 2–5

In Grades 2–5, students begin working on longer projects focused on genre writing, including narrative, informative, and opinion writing. Teachers can choose one of two pathways: Daily Writing, grounded in topics and text, or Extended Writing.

Teacher's choice—both pathways cover the same skills and standards!

Daily Writing

In *Emerge!*, students annotate and write in response to text daily. By following a gradual release model, they strengthen skills that support reading comprehension and knowledge building. They also receive four Writing and Grammar lessons per unit on basic sentence and paragraph composition skills.

Extended Writing

In Grades 2–5, explicit writing instruction is provided in your Extended Writing Teacher's Edition, which moves students through the stages of the writing process recursively and helps them understand how writing can support synthesis and analysis of thoughts and information. Grammar and writer's craft are also taught in the context of writing, which aids retention.

The McGraw Hill Digital Writing Experience

Academic writing is tough! Help your young writers break it down into clear, manageable parts in the Digital Writing Experience. Using templates, frames, and other scaffolds, the Digital Writing Experience helps students understand the essential structures of academic writing and build up to applying them independently. Templates are dynamic, allowing students to add and rearrange components as needed—supporting the recursive nature of the writing process.

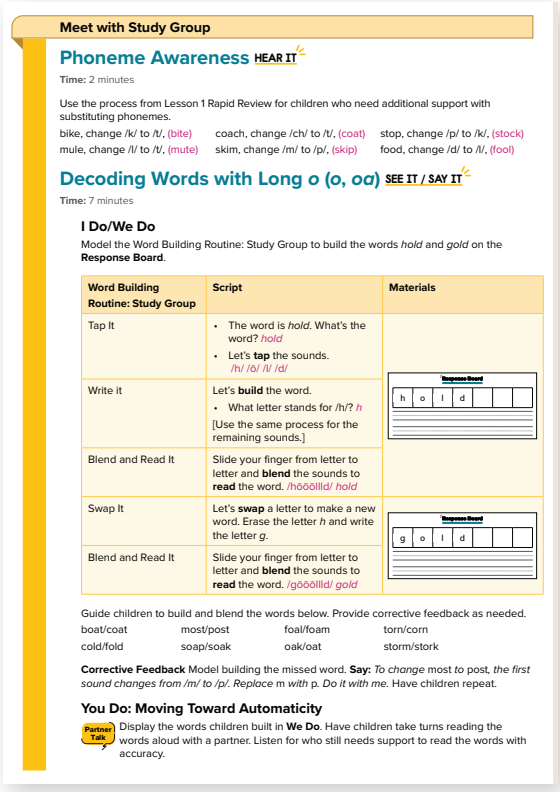
Data-Informed Instruction

Introducing Study Group and Focus Group—two new approaches to supporting each student with data-informed instruction.

Study Group and Independent Time

- Leverages skill and formative teacher observational data to deliver just-in-time instruction aligned to the unit scope and sequence
- Provides continued instruction on grade-level content for students who need it
- Allows other students to work on the same skills and/or texts independently or with partners
- Draws on data to determine who joins the Study Group and gives students the chance to opt-in

> Study Groups offer a balance—giving independent learners the opportunity to thrive on their own while providing essential guided practice and support to those who need it most.
>
> —Dr. Jan Hasbrouck



Meet with Study Group

Phoneme Awareness HEAR IT

Time: 2 minutes

Use the process from Lesson 1 Rapid Review for children who need additional support with substituting phonemes.

bike, change /k/ to /t/, (bite) coach, change /ch/ to /t/, (coat) stop, change /p/ to /k/, (stock)
mule, change /l/ to /t/, (mute) skim, change /m/ to /p/, (skip) food, change /d/ to /l/, (fool)

Decoding Words with Long *o* (*o*, *oa*) SEE IT / SAY IT

Time: 7 minutes

I Do/We Do

Model the Word Building Routine: Study Group to build the words *hold* and *gold* on the **Response Board**.

Word Building Routine: Study Group	Script	Materials
Tap It	• The word is *hold*. What's the word? *hold* • Let's **tap** the sounds. /h/ /ō/ /l/ /d/	Response Board: h o l d
Write it	Let's **build** the word. • What letter stands for /h/? *h* [Use the same process for the remaining sounds.]	
Blend and Read It	Slide your finger from letter to letter and **blend** the sounds to **read** the word. /hōōlld/ *hold*	
Swap It	Let's **swap** a letter to make a new word. Erase the letter *h* and write the letter *g*.	Response Board: g o l d
Blend and Read It	Slide your finger from letter to letter and **blend** the sounds to **read** the word. /gōōlld/ *gold*	

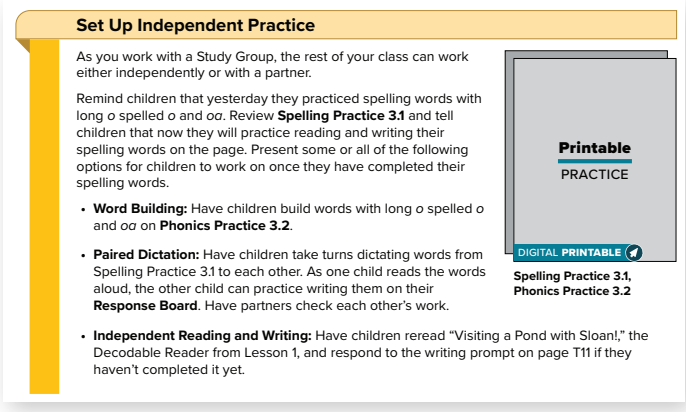
Guide children to build and blend the words below. Provide corrective feedback as needed.

boat/coat most/post foal/foam torn/corn
cold/fold soap/soak oak/oat storm/stork

Corrective Feedback Model building the missed word. **Say:** *To change* most *to* post, *the first sound changes from /m/ to /p/. Replace* m *with* p. *Do it with me.* Have children repeat.

You Do: Moving Toward Automaticity

Partner Talk Display the words children built in **We Do**. Have children take turns reading the words aloud with a partner. Listen for who still needs support to read the words with accuracy.



Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner.

Remind children that yesterday they practiced spelling words with long *o* spelled *o* and *oa*. Review **Spelling Practice 3.1** and tell children that now they will practice reading and writing their spelling words on the page. Present some or all of the following options for children to work on once they have completed their spelling words.

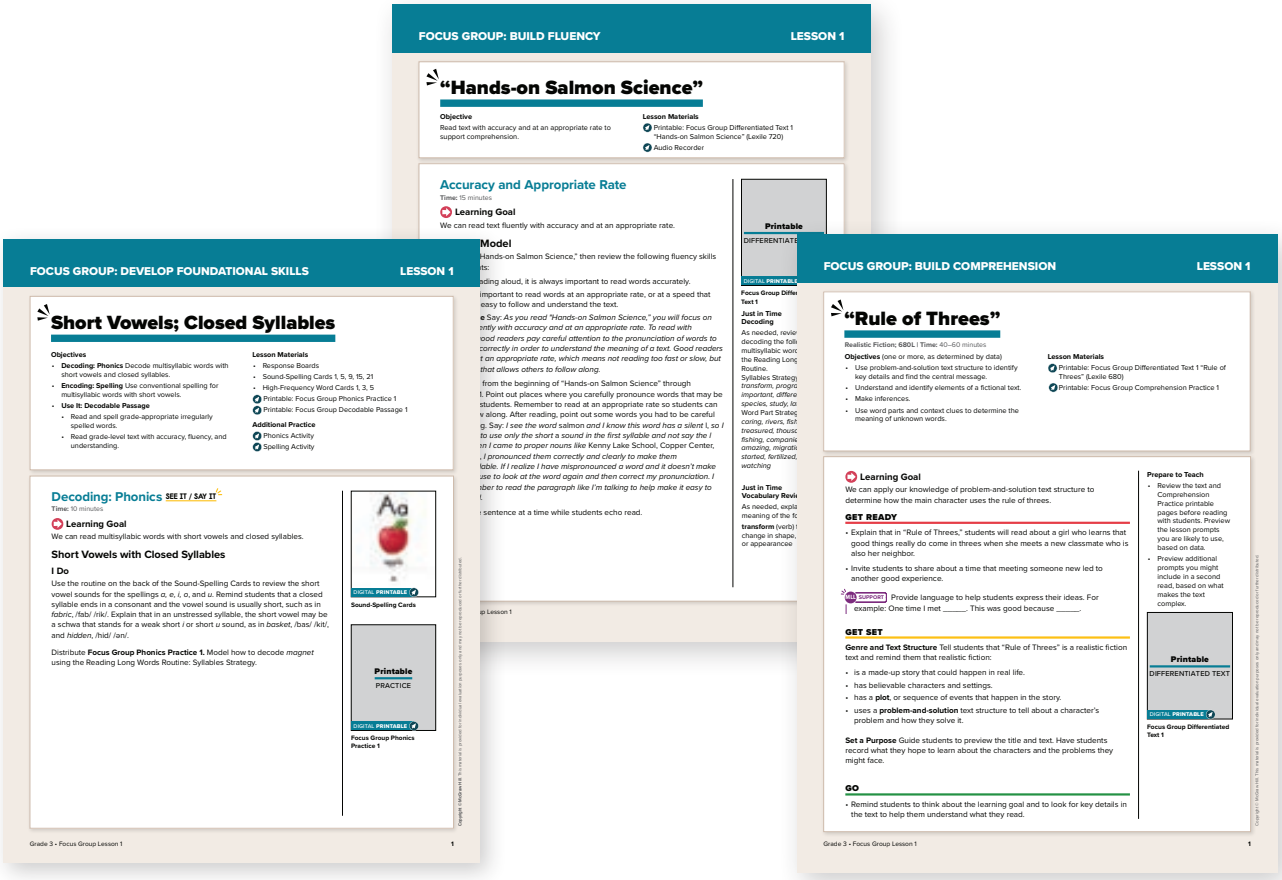
- **Word Building:** Have children build words with long *o* spelled *o* and *oa* on **Phonics Practice 3.2**.
- **Paired Dictation:** Have children take turns dictating words from Spelling Practice 3.1 to each other. As one child reads the words aloud, the other child can practice writing them on their **Response Board**. Have partners check each other's work.
- **Independent Reading and Writing:** Have children reread "Visiting a Pond with Sloan!," the Decodable Reader from Lesson 1, and respond to the writing prompt on page T11 if they haven't completed it yet.

Printable
PRACTICE
DIGITAL PRINTABLE

Spelling Practice 3.1, Phonics Practice 3.2

Focus Group

- Helps teachers meet students where they are with personalized instruction independent of scope and sequence
- Offers four lesson types—letter recognition, foundational skills, fluency, and comprehension—and groups students based on grade level and data about their instructional needs
- Delivers an additional 20 minutes of instruction to reinforce, enrich, or extend learning
- Meets MLL students where they are with dedicated MLL Focus Group instruction
- Provides teachers with digital access to Focus Group Lessons for K–5



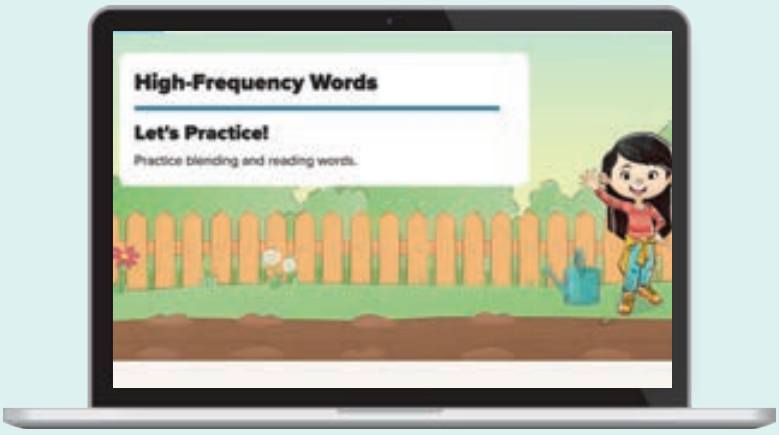
Both Study Group and Focus Group are dynamic and draw on multiple sources to provide teachers with timely, data-based recommendations. Ultimately, these powerful, small-group approaches ensure that every student is on track to meet their diverse learning goals.

Timely Teacher Support

Created for teachers with limited time and unlimited commitment to empowering every learner, *Emerge!* streamlines instruction to help you provide the most effective, engaging literacy experience possible. Our robust teacher tools—from dynamic data to professional learning—are with you every step of the way, offering support tailored to your specific needs, experience level, and teaching style.

Automatic, Time-Saving Data Insights

Simplify your workflow and get to the heart of students' learning needs with just-in-time insights captured from classroom activities, assessments, and more. Our reporting tools and teacher dashboard synthesize and analyze the data for you, intelligently informing your instructional decisions and saving valuable time.

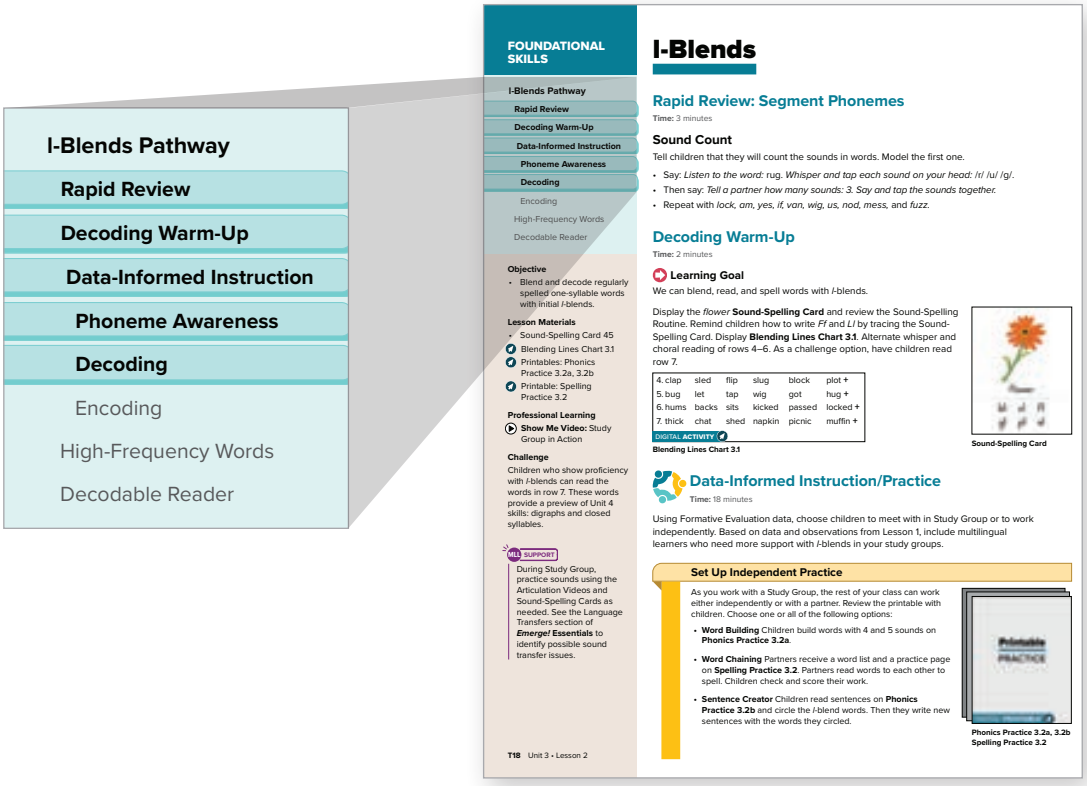


Digital independent practice activities deliver data to the teacher and our system on student performance against skills and standards.

Teachers can easily capture classroom insights on every student using the digital **Observational Checklist**.

Easy-to-Use, Intuitive Design

The *Emerge!* print and digital experience was intentionally designed to be intuitive and easy to navigate. Your Teacher's Edition has myriad supports at point of use, such as routines, prompts, and scaffolding—all embedded along a clearly labeled instructional pathway. The digital experience serves up key insights in one centralized location and remembers exactly where you left off the previous day, making it easy to jump right into teaching.



Robust Professional Learning Supports

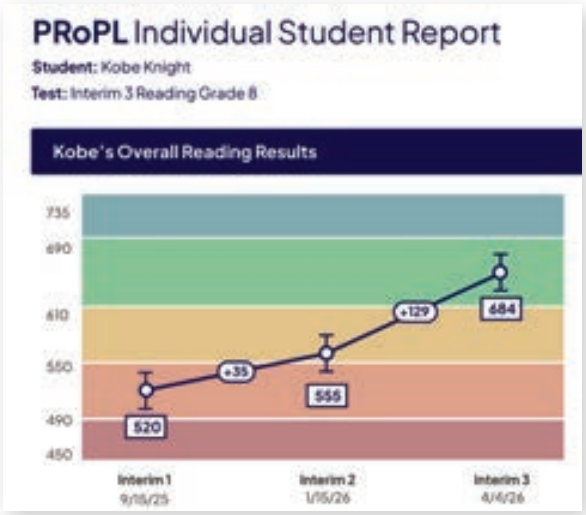
Whether you're new to the literacy classroom or a seasoned expert, *Emerge!* has a personalized professional learning journey for you. Ultimately, these supports go beyond the "what" and go deep into the "how" and "why" behind the program, empowering every educator to teach with confidence.

Assessment and Data

While every moment in the classroom is an opportunity to learn from and collect information about student performance and progress, the data we collect is only as valuable as the instructional decisions it informs. As such, *Emerge!* simplifies the assessment process for teachers while keeping purposeful data at the center of instruction. Throughout the school year, *Emerge!* feeds results into each student's unique learner profile—taking just-in-time data and turning it into in-the-moment instruction that allows teachers to assign targeted instructional recommendations with confidence.

Step 1: Start Down the Assessment Pathway

- Formatted to mirror high-stakes summative tests, the PRoPL interim assessment identifies the starting point for students in just 30–40 minutes. Measuring students' growth throughout the year, PRoPL clearly reflects where students are reaching proficiency beyond grade level and where they are still growing. Teachers review **data from the prior unit** to make grouping decisions.



- **Observational checklists** and other formative assessment artifacts are added to the learner profile to inform grouping and instruction.
- **Mid-unit assessments and oral fluency results** inform reteaching and practice.
- **End-of-unit data** identifies students for enrichment or additional practice.

Step 2: Collect Data

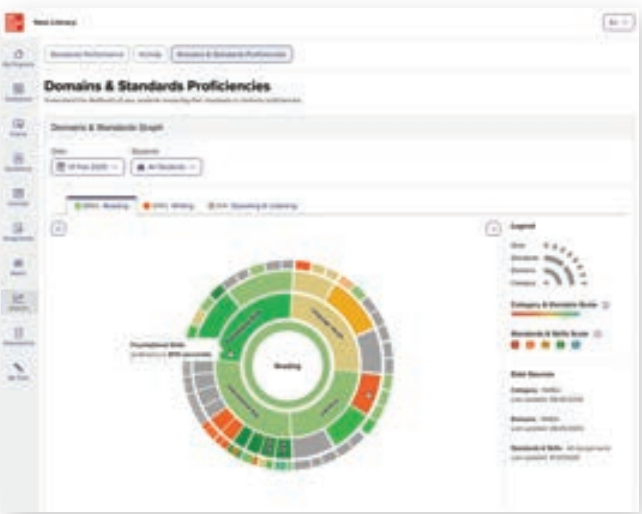
- **Formative assessments** (before and during learning) monitor progress throughout the year and provide continued instruction on grade-level content for students who need it.
- **Summative assessments** (at the end of a learning period) measure students' proficiency on what they have learned via formal assessment.

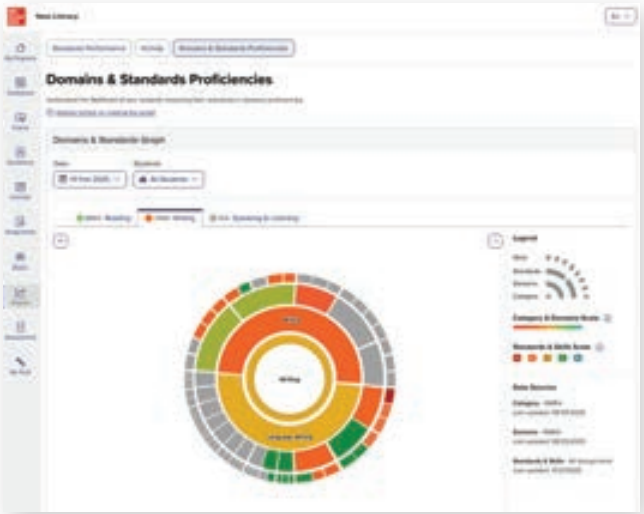
Step 3: Make Decisions

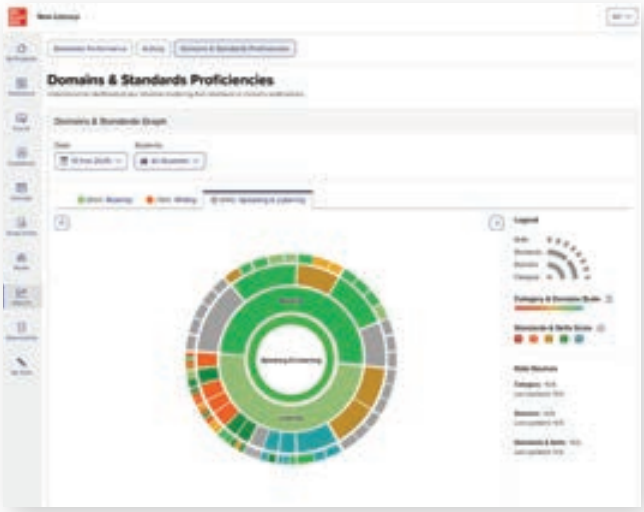
Formative and summative performance data directly informs instruction delivered via Study Group and Focus Group lessons.

The Standards & Skills Graph

Every piece of data in *Emerge!*, including the interim assessments from PRoPL, feeds into your Standards & Skills Graphs, providing a holistic view of student performance and progress. These graphs grow with the students throughout the school year—constantly evolving to incorporate new data and offering the teacher the most current, tailored learning recommendations to assign to each learner. Teachers can view data through the Reading Graph, Writing Graph, or Listening and Speaking Graph–ensuring students are tracking toward success in all four language domains.







Embedded Professional Learning

Teacher-driven and self-assessed, our professional learning supports are designed to take your use of *Emerge!* to the next level. We put the power in your hands to learn at your own pace with content that's relevant to you—allowing you to shape your own personalized learning journey.

Competency-Driven Learning

Teachers have access to videos, learning modules, PDFs, and interactive guides that encourage continuous growth and regular reflection of their teaching practices through alignment to **four teacher competencies:**

1. **Implement an instructional model grounded in research-based literacy science.**
2. **Utilize data to drive instruction.**
3. **Foster intrinsic motivation, student-driven learning, and self-efficacy.**
4. **Provide a personalized journey for every student.**

Ultimately, the competencies support teachers' implementation of the program by tying research-based strategies to daily instruction, enabling them to link each lesson to their state and district's grade-level standards and leverage the *Emerge!* instructional design to support success for all students.

Supports for Teaching with *Emerge!*

Emerge! online professional learning content is available on-demand, 24/7, to support teachers through initial training, first year or implementation, and beyond. These videos, PDFs, and learning modules include easy-to-follow guidance for using the program in the classroom while also covering in-depth how the curriculum and routines are structured and why. Teachers and administrators will have access to:

- **Program Training Modules**

  Easy-to-use online training modules that help teachers prepare to teach their first weeks of school as well as continue to refine and broaden their application of all the instructional supports and data offered in *Emerge!*. Modules include:

  - Program Overview
  - Plan to Teach: Lesson Deep Dive
  - Teaching with Digital Deep Dive
  - Assessment, Data, and Personalization

- **Show Me Videos**

  Short, concise clips showing a teacher modeling and delivering key instructional routines with students. These videos appear both at lesson point of use and in an on-demand library.

- **Model-Lesson Classroom Videos**

  Full-length videos showing teachers delivering foundational skills, building knowledge and comprehension, and writing lessons in real classrooms.

- **Data, Reporting, and Personalization Videos**

  Animated videos that go deeper into the foundations and application of the data and personalization supports in *Emerge!*.

- **Teacher Competency Videos**

  A series of videos overviewing the four McGraw Hill teacher competencies, featuring program author Dr. Douglas Fisher.

- **Administrator Support**

  Implementation Checklist and Coach Observation Tools to support teachers and administrators during observational walk throughs at key points during the school year.

Key Program Materials

Use this list for an at-a-glance view of your grade's key components within *Emerge!* and see how they make for a streamlined, easy-to-use experience.

Teacher's Edition (K–5)
Access explicit and systematic lessons, embedded routines, and support for data-informed instruction.

Teacher Digital Experience (K–5)
Explore a wealth of content, student data, tailored recommendations, and professional learning resources.

Student Companion (K–5)
Provide students with authentic literature, decodables at K–2, daily writing, and opportunities to engage with texts.

Student Digital Experience (K–5)
Offer students a centralized hub for content, activities, and data.

MLL Focus Group Guide (K–5)
Help multilingual learners access core texts and develop English language competencies with explicit instruction.

***Emerge!* Essentials** (K–5)
Professional learning resource for teachers, including research, pacing, implementation support, and more!

Focus Group Lessons (K–5)
Meet students where they are with explicit small-group instruction independent of grade-level scope and sequence.

Sound Spelling Cards (K–5)
Support phonics instructional routines for all sound-spellings.

Visual Vocabulary Cards (K–5)
Develop vocabulary for concept words and target words.

High-Frequency Word Cards (K–5)
Support orthographic mapping and comprehension of high-frequency words.

Write-on/Wipe-off Response Board (K–5)
Help students apply and practice phoneme awareness, phonics, word structure, spelling, and high-frequency word skills.

Big Book Set (K–1)
Increase students' listening comprehension and print awareness.

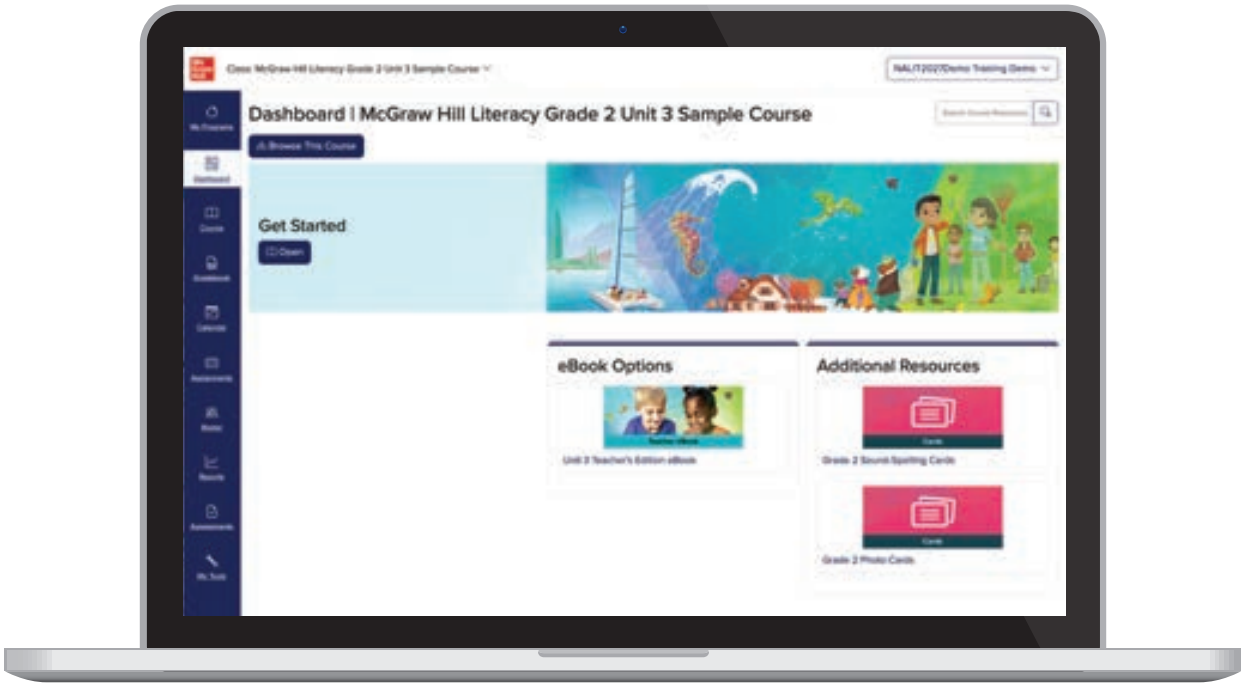
Read Aloud Cards (K–1)
Engage students with read alouds that develop listening comprehension and build knowledge.

Photo Cards (K–2)
Identify words containing specific sound-spellings with brightly colored pictures.

Manuscript Handwriting Cards (K–2)
Provide instruction for forming uppercase and lowercase letters.

Cursive Handwriting Cards (3–5)
Provide instruction for forming uppercase and lowercase cursive letters.

Up Next:
The *Emerge!* Digital Experience



Now that you've explored this guide, scan the QR code or visit **mheducation.com/TryMHLiteracyK5** to see how the digital experience takes personalized learning to the next level!

McGraw Hill Literacy Authorship

Drawing on research findings and insights from 16 renowned literacy experts and more than 6,400 teachers, students, and administrators nationwide, *Emerge!* was built to guide students along their literacy journeys with easy-to-use, effective instruction.

Program Authors

Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest research and reflects classroom best practices.

Dr. Diane August
Multilingual Learners, Dual Language

Dr. Jana Echevarria
Multilingual Learners, Dual Language, Oral Language Development

Dr. Douglas Fisher
Comprehension, Foundational Skills, Vocabulary, Writing

Dr. Steven Graham
Writing, Spelling, Handwriting

Dr. Karen Harris
Writing, Spelling, Handwriting

Dr. Jan Hasbrouck
Oral Reading Fluency, Foundational Skills, Intervention

Dr. Jeannette Mancilla-Martinez
Multilingual Learners, Dual Language

Dr. Michelle Martin
Children's Literature, Culturally Sustaining Pedagogy

Dr. Katharine Pace Miles
Foundational Skills, Oral Language Development

Dr. Timothy Shanahan
Foundational Skills, Comprehension, Oral Reading Fluency, Writing

Dr. Tanya Wright
Vocabulary, Building Knowledge, Disciplinary Literacy

Consulting Authors

The *Emerge!* consulting authors contributed expertise in specific aspects of literacy instruction.

Dr. Kevin Colleary
Building Knowledge, Disciplinary Literacy

Dr. Brandy Gatlin-Nash
Linguistically Diverse Learners

Dr. Jaleel Howard
Culturally Sustaining Pedagogy

Dr. Patrick Manyak
Vocabulary, Morphology

Dr. Detra Price
Media Literacy, Culturally Sustaining Pedagogy

Literature Reviewers

These scholars, librarians, and trade book authors reviewed the program texts for quality, accuracy, and cultural sensitivity.

Dr. Emily Aguiló-Pérez

Betsy Bird

Maina Gachugu

T. Brandon Hall

Dr. Clifford Trafzer

Dr. Jennifer Trujillo

Dr. Joanne Yi

Notes

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