

Available in English and Spanish!



Emerge!

California



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McGraw Hill Literacy for California.

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GRADES
K–5

Emerge!
California

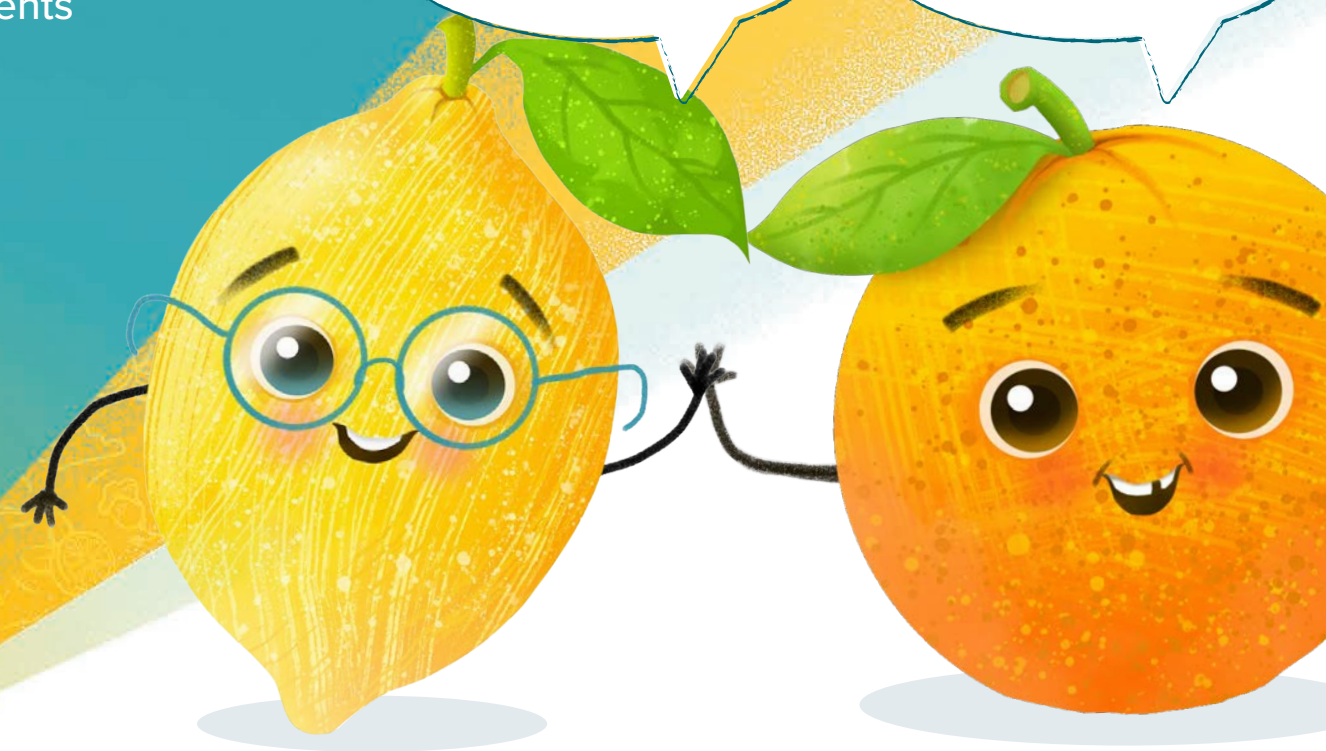
iEmerger
juntos!
California

Program Overview

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

Available in
English...

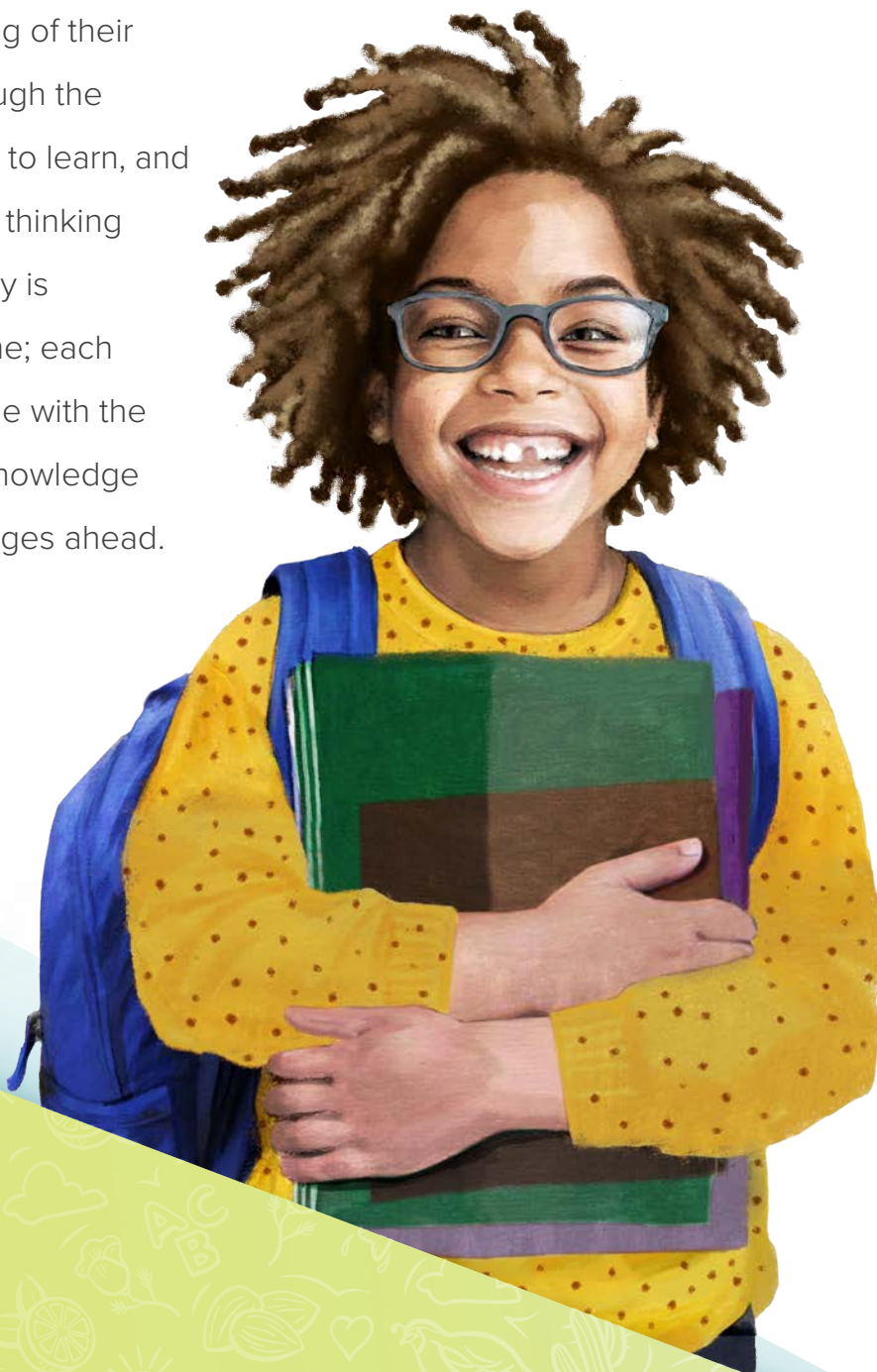
...y en español!



Welcome to *Emerge! California*

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.

McGraw Hill Literacy: Emerge! California 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.



Literacy Built for California

Emerge! California was built on the California Common Core State Standards (CCSS) for ELA/Literacy and English Language Development (ELD). In short: it was made specifically for you and your students!

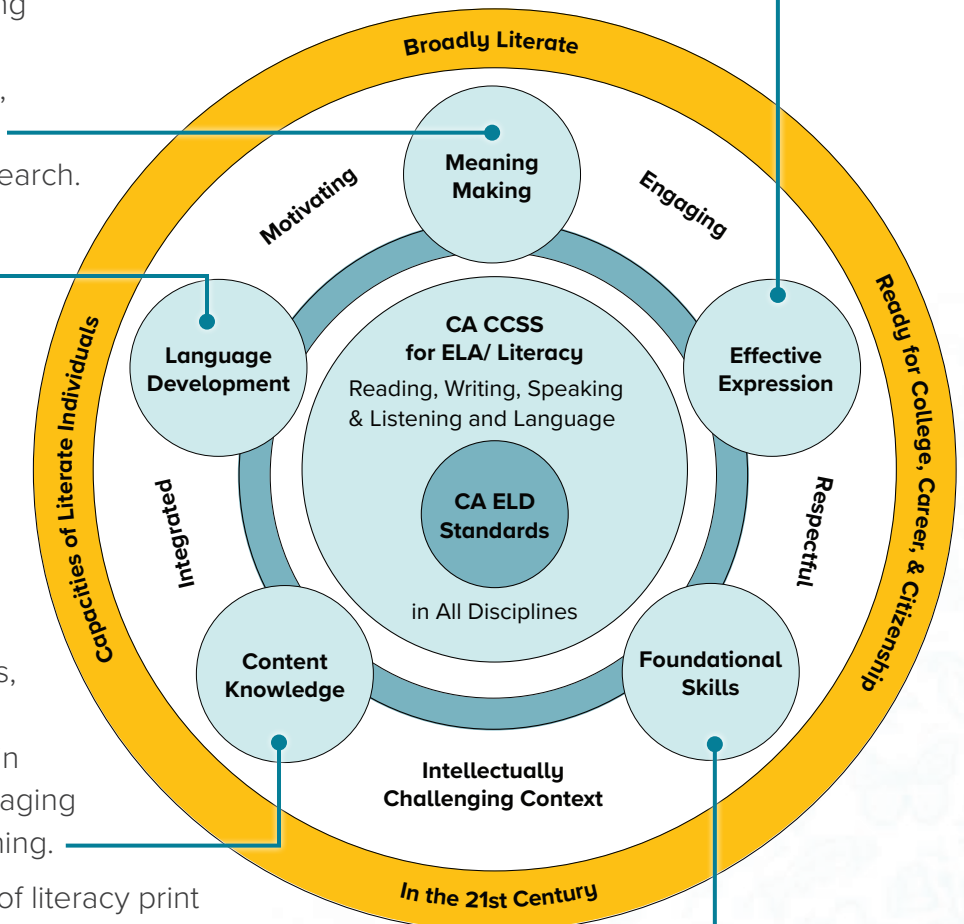
Reading, writing, speaking and listening, and language are tools for **Effective Expression** across the disciplines. Students express their understanding and thinking in a variety of ways—through writing, speaking, digital media, visual displays, movement and more.

Meaning Making is at the heart of ELA/ literacy and ELD instruction. Meaning making is the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research.

Language Development especially in the areas of vocabulary, academic language, syntax, and text structure, is critical for learning. It is the medium of literacy and learning, and it is with and through language that students learn, think, and express.

Content Knowledge is built as students become proficient readers, writers, speakers, and listeners by reading a wide variety of text both in school and independently and engaging in inquiry and research-based learning.

Acquisition of **Foundational Skills** of literacy print concepts, phonological awareness, phonics and word recognition, and fluency is critical for literacy achievement. Students acquire foundational skills through explicit systematic instruction and ample opportunities to practice.



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 *Emerge! California*.

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.

Emerge! California Authorship

Drawing on research findings and insights from 16 renowned literacy experts and more than 6,400 teachers, students, and administrators nationwide, *Emerge! California* 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. Jeannette Mancilla-Martinez
Multilingual Learners,
Dual Language



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



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



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



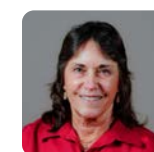
Dr. Katharine Pace Miles
Foundational Skills, Oral Language
Development



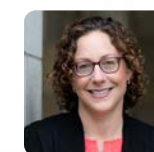
Dr. Steven Graham
Writing, Spelling, Handwriting



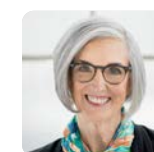
Dr. Timothy Shanahan
Foundational Skills,
Comprehension, Oral Reading
Fluency, Writing



Dr. Karen Harris
Writing, Spelling, Handwriting



Dr. Tanya Wright
Vocabulary, Building Knowledge,
Disciplinary Literacy



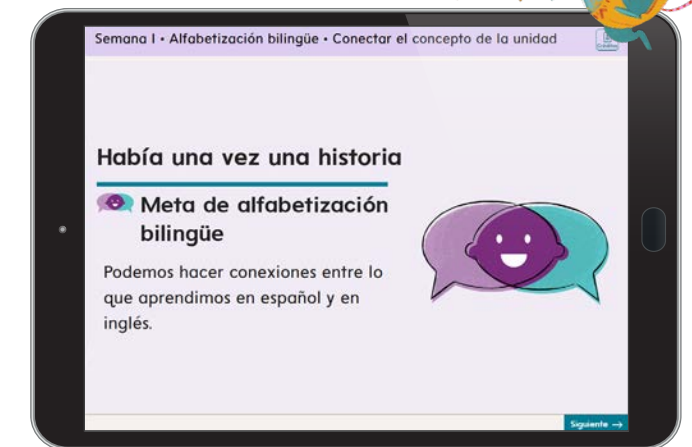
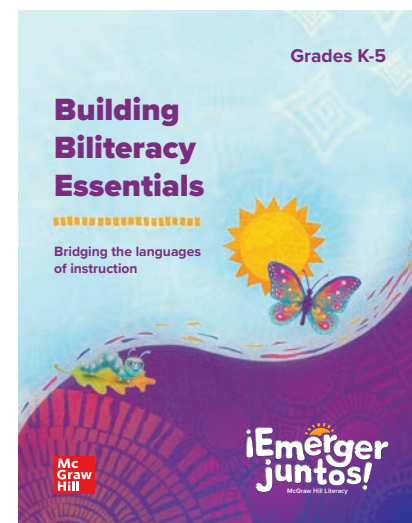
Dr. Jan Hasbrouck
Oral Reading Fluency, Foundational
Skills, Intervention



Vamos a emerger juntos al mundo de la alfabetización dual

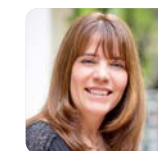
McGraw Hill is excited to introduce a new kind of Spanish language arts program, *¡Emerger juntos! California*. Beyond being a Spanish language companion to *Emerge! California*, *¡Emerger juntos! California* is designed specifically with biliteracy and bilingualism in mind. The program offers:

- Out-of-the-box support for progressive 90:10 and 50:50 implementation models.
- Explicit biliteracy supports including our Building Biliteracy Essentials Guide, daily Building Biliteracy Lessons, and a suite of Dual Language Best Practice Videos featuring program author Dr. Olga Grimalt.
- The same research base and pedagogical framework as *Emerge! California*, as well as a focus on the authentic acquisition of the Spanish language.
- A rich collection of authentic literature from across the Spanish-speaking world, supporting bilingual and biliteracy development while honoring linguistic and cultural diversity.



¡Emerger juntos! California Authorship

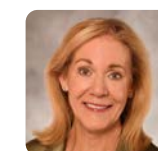
The *¡Emerger juntos! California* author team guided the development of the program. Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest scientifically based research and reflects proven classroom practices.



Dr. Olga M. Grimalt
Dual Language,
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Consulting Authors

The *¡Emerger juntos! California* consulting authors contributed expertise in specific aspects of literacy instruction.

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Dual Language, Multilingual Learners

Shera Simpson
Dual Language,
Early Childhood Education

Dr. Lillian Durán
Multilingual Learners,
Dual Language Assessment Intervention



The *Emerge! California* Instructional Model

The literacy block supports grade-level appropriate foundational skills, comprehension and knowledge building, and writing about texts and topics to cohesively connect the strands needed for skilled reading and writing. *Emerge! California* 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.

Building Comprehension and Knowledge (K–5)

Students build knowledge by diving deep into a series of texts and topics, listening, reading, discussing, and writing to enhance comprehension. Grades K–1 instruction includes Extended Writing genre projects that focus on unit topics. In Grades 3–5, **explicit word structure instruction** integrates foundational skills into the building knowledge and comprehension strand.

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.

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.

Study Group (K–5)

This scaffolded instruction supports 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.

K–1: 45–50 minutes
2: 30 minutes

K–1: 45–50 minutes
2–5: 40–70 minutes

20–30 minutes

20 minutes

Putting Research into Practice

Gradual Release of Responsibility

Emerge! California employs a gradual release of responsibility framework—a proven pedagogical approach that slowly transitions the responsibility for learning from the teacher to the student. This framework promotes students’ growth and confidence as independent learners while also freeing up the teacher to work closely with individual students.

Research-Based Routines

Routines streamline the learning experience for students, helping them focus on the learning rather than the process of learning. Each routine is rooted in best practices identified by the expertise of our authors to ensure effective instruction.



High-Frequency Words

Time: 10 minutes

Learning Goal
We can read and spell *down, where, there, now*.

Introduce Words: *down, where, there, now*
Review **High-Frequency Word Cards** for *one, two, three, four, many, of, here, and saw* before introducing the new high-frequency words.

I Do/We Do
Distribute the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for the word *down*.

High-Frequency Word Routine	Script	Materials
Say It	This is the word <i>down</i> . Say: <i>down</i> .	
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: <i>d, o, w, n</i> . - What letter stands for /d/? Write <i>d</i>. /ou/ is spelled <i>ow</i>. Write <i>ow</i>. Remember this spelling. - What letter stands for /n/? Write <i>n</i>. - Scoop your finger to read the word: <i>down</i>.	
Write It	Let's write down : Check your work and fix any misspellings.	

Repeat the routine for *where, there, and now*. See the side column for word mapping.

Corrective Feedback Write the word children missed. Point to and name each letter.
Say: *Do it with me. Let's read the word together.*

You Do: Moving Toward Automaticity
 Model reading the sentences on the High-Frequency Word cards, if necessary, and then have children read the sentences. Have partners use the words in oral sentences.

High-Frequency Word Chart Co-create a Unit 3 chart. Add the new words.

Check-In
Have children read the words. Then have them reflect using the Check-In Routine.

LESSON 1

Objective
Recognize, read, and spell frequently occurring grade-appropriate irregularly spelled words.

CA CCSS RF.1.3g, L.1.2d

Lesson Materials

- High-Frequency Word Cards 41–52
- Response Boards

High-Frequency Words

down
where
there
now

Children will learn /w/wh, /th/th in *where, there* in Unit 4 and /ou/ow in *down, now* in Unit 9.

MFL SUPPORT
Provide sentence frames that children can complete with high-frequency words from the lesson, such as:
Where is she? He fell down.
Let's go *now*. **ELD PIII.1**

Seasons 17

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. Guided 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

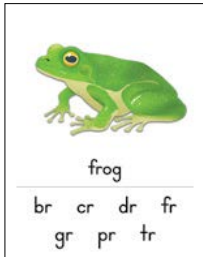
Display the *frog* Sound-Spelling Card. Say: *This is a picture of a frog. The word frog has the r-blend sounds /fr/ spelled fr at the beginning. Watch my mouth: /fr/. The other r-blends are br, cr, dr, gr, pr, and tr (point to these on the front of the card).*

We Do

Guide children to say each r-blend on the Sound-Spelling Card after you: /br/, /cr/, /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*.

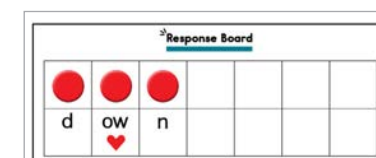
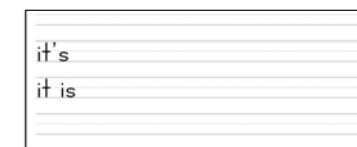


Sound-Spelling Card



Photo Cards

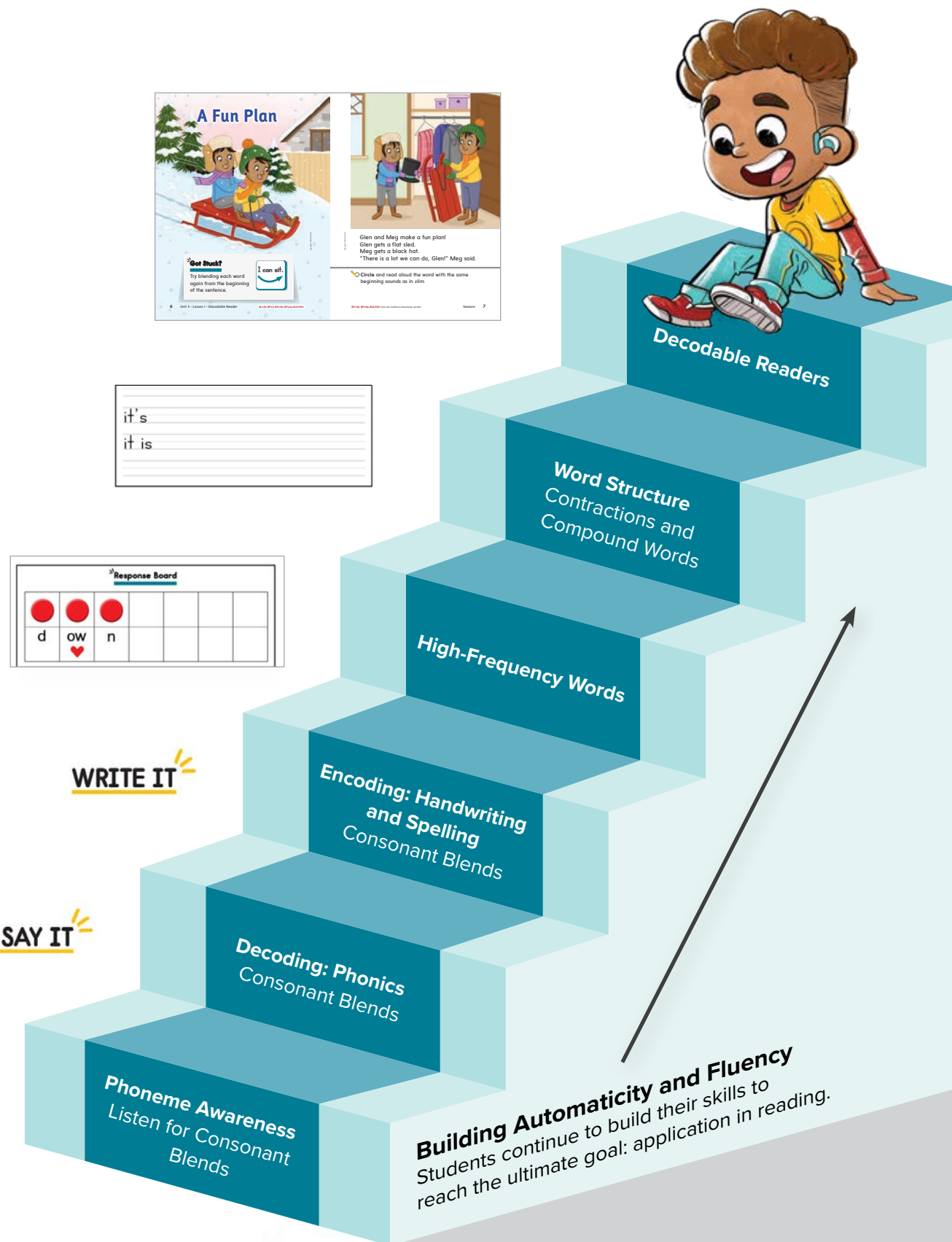
A foundational skills I Do, We Do, You Do routine introducing r-blends



WRITE IT

SEE IT / SAY IT

HEAR IT



Example of the structured literacy approach for Grade 1

Building Comprehension and Knowledge

Even the youngest learners come to the classroom full of rich experiences, perspectives, and prior knowledge. *Emerge! California* 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. Students build knowledge about cross-disciplinary topics in literature, science, and social studies and deepen that knowledge through vertical alignment of topics across grades. Features of the Building Comprehension and Knowledge strand include:

Essential Question:

How can volcanoes, earthquakes, and tsunamis change Earth?

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 or text-based 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.

Word Structure/Spelling

Word Structure: Open and Closed Syllables

Time: 15 minutes

Learning Goal

We can read, write, and understand words with open and closed syllables.

I Do/We Do

Tell students that some long words can be decoded by breaking the word down into syllables. Remind students that every syllable has a vowel sound. Introduce two syllable types, open and closed syllables. Explain that an open syllable usually ends in a long

Fluency

Accuracy, Appropriate Rate, and Expression

Time: 10 minutes

Learning Goal

We can read text fluently with phrasing and at an appropriate rate to support comprehension.

Explain/Model

- When reading aloud, it is important to read words accurately.
- To read with phrasing, good readers group words into meaningful phrases.
- Reading at an appropriate rate means a steady pace that listeners can understand.

Share Your Knowledge

Write about Lessons Learned

You've learned how reading literature can help you better understand yourself and connect to others. Now it's time to start writing!

Audience and Purpose: Determine your audience and purpose for your poem or dialogue. Write your audience below. Draw a box around your purpose.

Audience: _____

Purpose: Inform Persuade Entertain

Tell how you will achieve your purpose in your poem or dialogue.

READING-WRITING CONNECTION

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

Writing

Teachers provide explicit instruction to support writing about the topic and/or texts, gradually preparing students to practice and apply their skills to longer and more complex writing tasks.

Word Structure (Grades 3–5)

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

Fluency

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

Culminating Task

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

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.	

Lessons 1–10	
Concept Knowledge Multimedia	"Moving and Shaking" Students will explore how tectonic plates cause changes to Earth's surface. Focus Question: How do tectonic plates cause changes to Earth?
Read Aloud	"The Ring of Fire" Students will listen to a text about the earthquakes and volcanoes that happen around the Pacific Ocean in an area called the Ring of Fire. Focus Question: Why do most earthquakes and volcanoes happen in the Ring of Fire?
Directed Text	"What's That Shake? An Earthquake!" Students will read about what earthquakes are and why they occur. The text explores what causes earthquakes and the effects earthquakes can have on Earth's surface. Focus Question: How can earthquakes change Earth's surface?

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! California 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.

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

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 of Grade K and Unit 4 of Grade 1, students begin to apply their growing writing and grammar skills to longer genre writing pieces that include narrative, informative, and opinion writing. Students move through the phases of the writing process recursively.

Grades 2–5

In Grades 2–5, students write daily during Building Comprehension and Knowledge lessons. They additionally begin working on longer projects focused on genre writing, including narrative, informative, and opinion writing.

Daily Writing

In *Emerge! California*, 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 in Grades 2–5 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.

Timely Support for California Teachers

Emerge! California streamlines instruction to help you provide the most effective, engaging literacy experience possible. Our robust teacher tools are with you every step of the way, offering support tailored to your specific needs, experience level, and teaching style.

The explicit, systematic **instructional model** provides a clear pathway toward skilled reading and writing.

A gradual release of responsibility model transitions learning from the teacher to the student, promoting their independence, growth, and confidence.

The **Partner Talk** icon indicates opportunities for peer collaboration and discussion to support academic language development and speaking and listening skills.

FOUNDATIONAL SKILLS

- I-Blends Pathway
 - Rapid Review
 - Phoneme Awareness
 - Decoding**
 - Encoding**
 - High-Frequency Words
 - Decodable Reader

Lesson Materials

- Response Boards
- Printable: Phonics Practice 3.1

Formative Evaluation
Collect Data Phonics Practice 3.1

T4 Unit 3 • Lesson 1

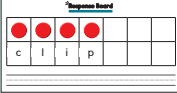
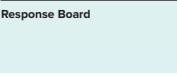
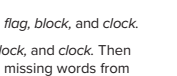
I-Blends

Decoding: Phonics, *continued* SEE IT / SAY IT

STEP 2 Build Words with I-Blends

I Do
Model the Word Building Routine below to build the word *clip* on the **Response Board**.

We Do

Word Building Routine	Script	Materials
Tap It	The word is <i>clip</i> . Say it with me. - Let's tap the sounds: /k/ /l/ /i/ /p/. - Let's make a dot for each sound.	
Write It	Now let's write the letters. - What letter can stand for /k/? c - What letter stands for /l/? l - What letter can stand for /i/? i - What letter stands for /p/? p	
Blend and Read It	Slide your finger from letter to letter, and blend the sounds to read the word: /klliiip/, <i>clip</i> .	

Hand out Response Boards. Guide children to build *flat*, *plug*, *slam*, *flag*, *block*, and *clock*.

Review Word Meanings Display the words *flat*, *plug*, *slam*, *flag*, *block*, and *clock*. Then say the following riddles one at a time. Have children identify the missing words from the list displayed. After they say each word, review its meaning.

- I checked the _____ and saw that I was late. (**clock**: a thing that shows the time)
- The land here is very _____. (**flat**: without bumps; smooth)
- Please do not _____ the door. (**slam**: close something with a loud noise)
- Use this _____ to fill the sink. (**plug**: a piece of rubber to stop up a hole)
- He raised the _____ on a tall pole. (**flag**: a piece of cloth with different colors)
- We walked around the _____. (**block**: an area within four streets)

MLL SUPPORT Provide images, gestures, or classroom objects to support word meaning comprehension, such as slamming a door.

You Do: Moving Toward Automaticity
Hand out **Phonics Practice 3.1**. Have partners blend the words. Have children circle the words *flat*, *clip*, *black*, *glad*, *plum*, and *slip* in the chart. Have children read the sentences and circle the words with I-blends.

Phonics Chart Create an I-Blends chart, and have children contribute words. New words can be added during the week.

DIGITAL PRINTABLE 

Phonics Practice 3.1

Check-In
Have partners read an I-blend word. Have children reflect using the Check-In Routine.

Grade 1 Unit 3 Example

Plan Lessons with Ease

The *Emerge! California* print and digital experience was intentionally designed to be intuitive and easy to navigate. Your Teacher's Edition includes numerous supports at point of use, such as routines, prompts, and scaffolding—all embedded along a clearly labeled instructional pathway.

The **Learning Goal** provides a summary of the lesson's purpose and desired outcomes shared with students at the start of the lesson.

LESSON 1

Objective
Print upper- and lowercase letter *Ff*.

CA CCSS L.1.1a

Lesson Materials

- Handwriting Card *Ff*
- Handwriting Video *Ff*
- Printable: Handwriting Practice 3.1

Additional Practice
For children who need extra practice writing *Ff*, provide another copy of Handwriting Practice 3.1.

Encoding: Handwriting WRITE IT
Time: 4 minutes

Learning Goal
We can write uppercase and lowercase letter *f*.

Write F, f
I Do
Display **Handwriting Card *Ff*** and model the Handwriting Routine. You may choose to use **Handwriting Video *Ff*** to demonstrate letter formation.

Handwriting Routine	Script	Materials
Write It Big	Watch as I write the uppercase <i>F</i> . - Start at the top line and pull down to the bottom line. - Go back to the start and make a short line across. - Go to the middle line; make a short line across.	
Name It	Name the letter: <i>uppercase F</i> . What's the sound? /f/	
Write It Small	Now watch as I write the lowercase <i>f</i> . - Start just below the top line; curve up to the left, touching the top line and pull down to the bottom line. - Go to the middle line and cross the letter by making a short line across.	
Name It	Name the letter: <i>lowercase f</i> . What's the sound? /f/	

You Do
Hand out **Handwriting Practice 3.1**. Have children trace the letter *f*, following the arrows and repeating the strokes to themselves. Then have them write the letter *f*, naming the letter and saying the sound as they finish. Provide support, as necessary.

Check-In
Have children review their letter formation. Have them reflect using the Check-In Routine.

DIGITAL PRINTABLE 

Handwriting Practice 3.1

MLL SUPPORT
To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letter comes before or after the letter *f*, and have them respond in a complete sentence. For example, ask: *What letter comes before f?* (The letter *e* comes before the letter *f*) **ELD PIII.1**

Formative Evaluation
Collect Data Handwriting Practice 3.1

Seasons T5

Specific **California standards** are clearly identified and embedded throughout each lesson.

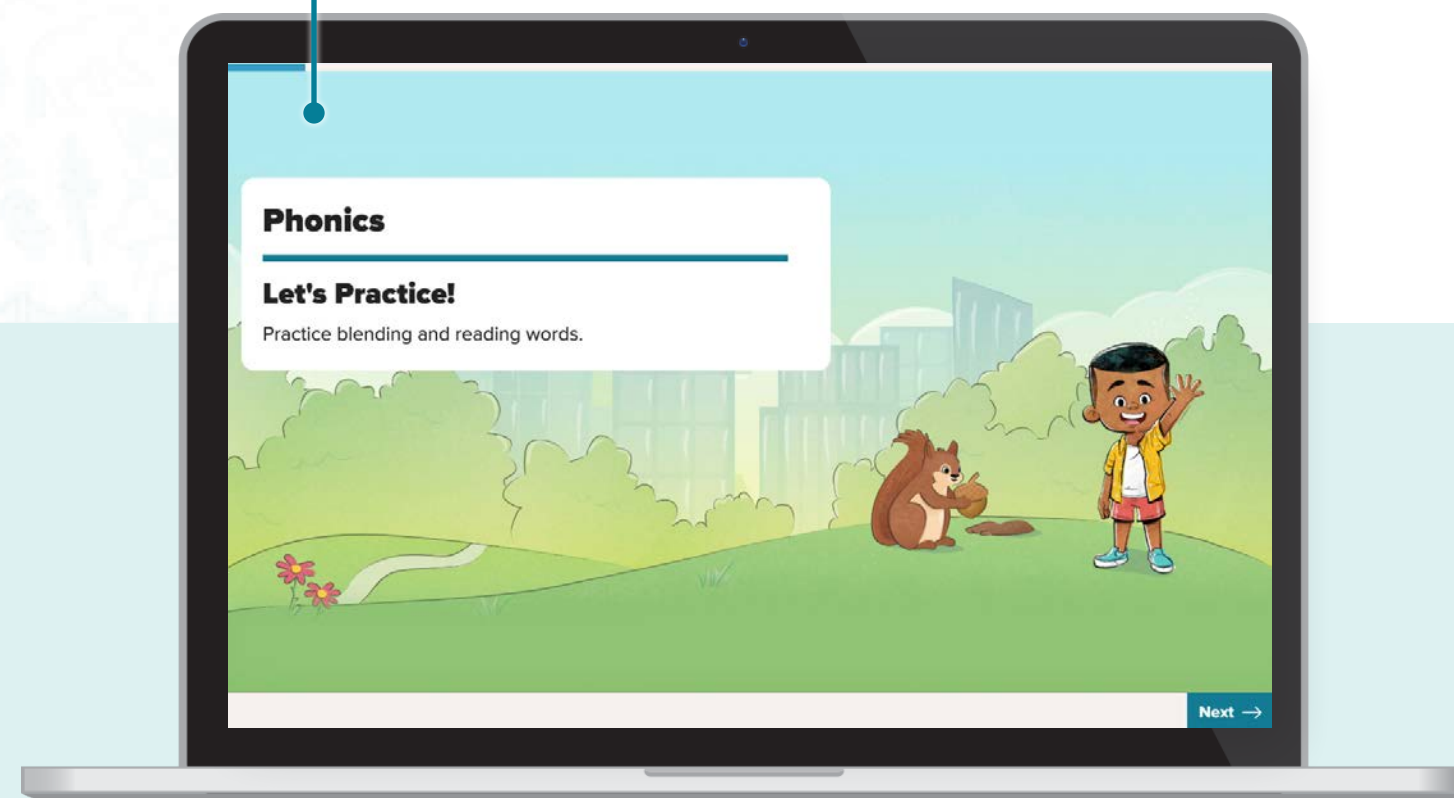
Robust MLL supports in every lesson help your multilingual students develop their language skills and access rigorous, grade-level content.

Streamline Teaching and Learning

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.

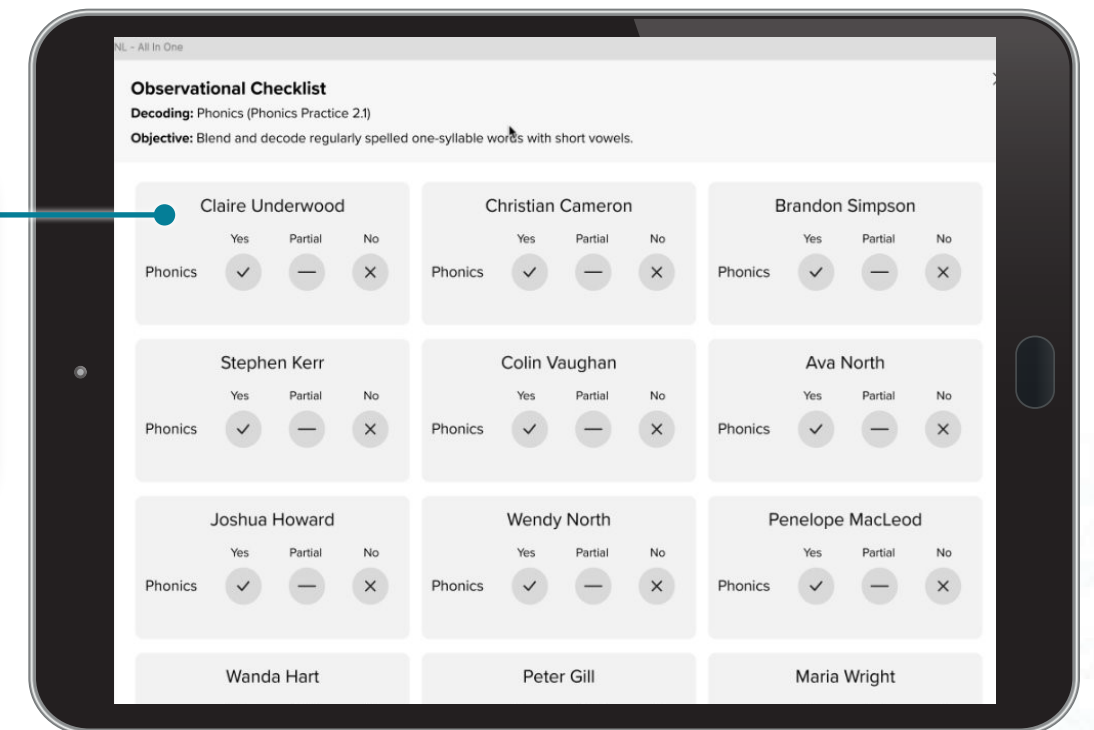
Digital independent practice activities deliver data to the teacher and our system on student performance against skills and standards.



Collect Real-Time Classroom Data

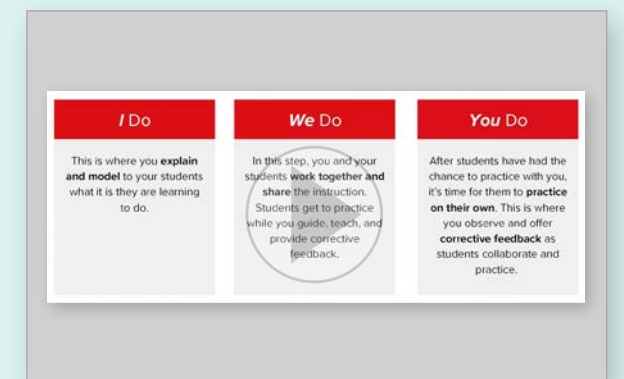
Digital Observational Checklists are integral to *Emerge! California*, enabling teachers to collect real-time classroom data on student learning to inform instructional planning and decision-making. These checklists allow teachers to record student mastery of skills for specific lessons and add observational notes, providing valuable formative assessment data. The collected data feeds directly into reporting systems, supporting personalized student practice and enhancing instructional strategies.

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



Robust Professional Learning Supports

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



Embedded Professional Learning

Teacher-driven and self-assessed, our professional learning supports are designed to take your use of *Emerge! California* 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, resource documents, 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.



Teacher Competencies: Research and Guidance from Dr. Douglas Fisher

With research and input from Dr. Douglas Fisher, *Emerge! California* author, the competencies support teachers' implementation of the program by tying research based strategies to daily instruction. This enables them to link each lesson to California grade-level standards and leverage the *Emerge! California* instructional design to support success for all students.

Supports for Teaching with *Emerge! California*

Emerge! California online professional learning content is available on-demand, 24/7, to support teachers through initial training, first year or implementation, and beyond. These videos, resource documents, 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:

- **Show Me Videos**

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

- **Model-Lesson Classroom Videos**

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

- ***Emerge! California* in Action:**

Implementation tools to support teachers and administrators during observational walk throughs at key points during the school year.

- **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! California*.

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

Animated videos that go deeper into the foundations, data applications, and personalization supports in *Emerge! California*.

- **Teacher Competency Videos**

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



Student-Centric Learning

With *Emerge! California*, learning gets personal. Taking a student-centric approach to instruction, the program puts forth engaging, relevant texts, activities, and interactives that inspire curiosity and motivate 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.

Independent Reading Guide

The Independent Reading Guide provides a bibliography of curated authentic texts—two per unit, per grade—connected to the unit topic to extend student learning through independent book study. Each text is paired with Practice Printables, enabling students to strengthen their comprehension and writing skills. Additionally, the guide includes a list of Decodable Passages for students to explore during independent reading time.

Monitor Learning

Lessons in *Emerge! California* 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! California Essentials* for more Check-In strategies.

Opportunities for Student Choice

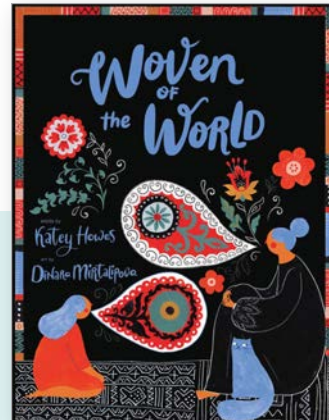
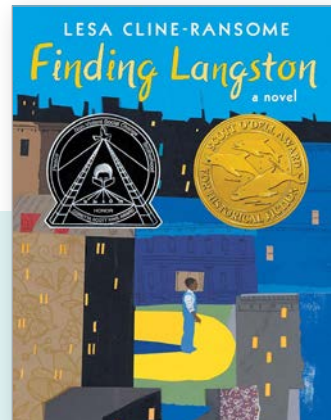
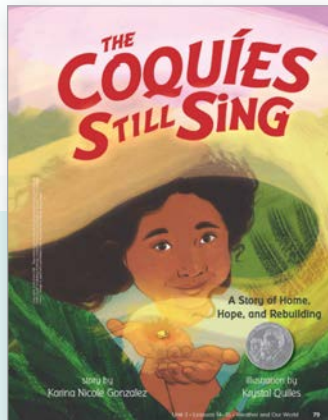
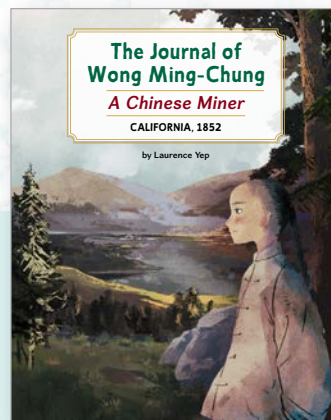
Emerge! California embeds student choice in its framework, giving them the freedom to shape their own literacy journeys alongside the teacher. The digital student experience in *Emerge! California* is centered around missions and bonus missions, self-paced activities which guide students through their literacy journey. Students 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.



Student Print Experience

Emerge! California offers an array of powerful print resources to meet your classroom’s diverse instructional needs. Each resource is rooted in the latest literacy research and thoughtfully designed to support foundational skills, build comprehension and knowledge, and foster cross-curricular connections.

1. Student Companion

Students read and annotate the core texts for each unit, complete vocabulary and comprehension activities, and write in response to texts. In K–2, these include Decodable Readers for every student.

2. Printables

Printable resources can be printed and distributed to students to support instruction; many printables are assigned based on assessment and observational data. Printables include Practice Printables; Text Printables with Graphic Organizers; Decodable Readers and Passages; Printable Discussion Prompts; Differentiated Texts; Answer Keys; and more.

3. Response Boards

These durable, write-on/wipe-off boards allow students to practice applying foundational skills routines. They feature Elkonin boxes and write-on lines.

Response Board

Copyright © McGraw Hill

Grade 1 • Response Board



Name _____

Step, Sled, Spin!

Answer each question using full sentences.

1. What other activities could the author add to this text?

2. Could people do these activities anywhere in the world? Why or why not?

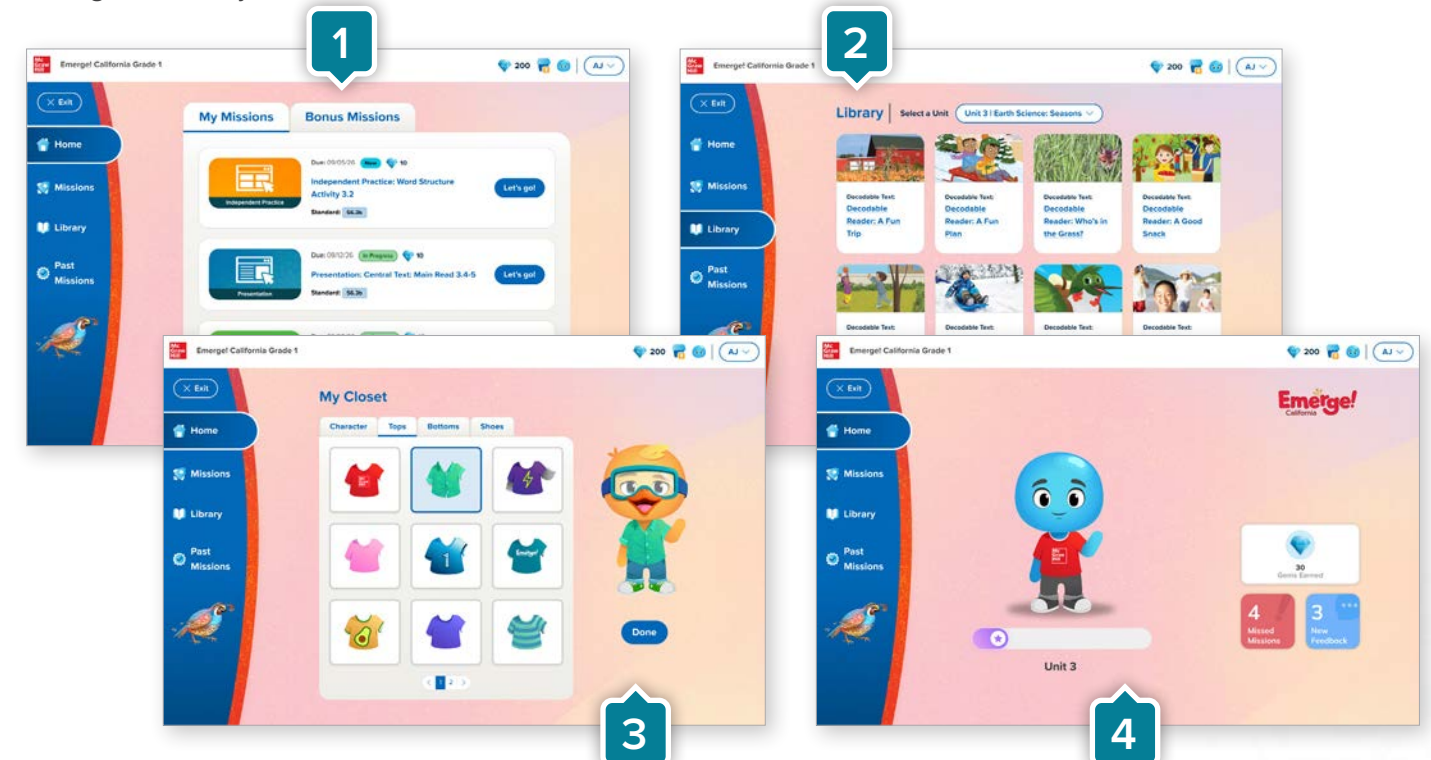
Grade 1 • Decodable Reader Extension 3.9

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DIGITAL PRINTABLE

Student Digital Experience

Emerge! California was built for today’s modern classrooms—seamlessly integrating technology into literacy instruction to enhance teaching and learning. Students gradually increase their digital usage over time in line with developmental milestones to foster both foundational literacy skills and digital literacy.



1. Missions

In the digital experience, teachers can assign students “must do” mission activities aligned with grade-level skills and standards. Once they complete their “must do” activities, students can choose from a selection of tailored “may do” bonus missions, allowing for enrichment or targeted reinforcement.

2. Library

The Digital Library provides access to a variety of texts and videos, organized by unit, to support personalized learning and independent time. Features like audio support, annotation tools, and multilingual summaries enhance accessibility and inclusivity.

3. Custom Avatars

When students complete missions, they earn gems. They can redeem their gems in a virtual store to unlock clothing and accessories and personalize their avatars—sparking student agency, achievement, and motivation.

4. Progress Visualization

Every student has a learner profile where they can track their completed missions, gems earned, and skill development over time. Seeing their individual learning journeys empowers them to set goals and take ownership of their progress.



Data-Informed Instruction

Study Group and Focus Group use evidence of student understanding to support responsive instruction and targeted practice while providing teachers with timely recommendations for next instructional steps. These powerful, small-group approaches ensure that every student is on track to meet their diverse learning goals.

Study Group

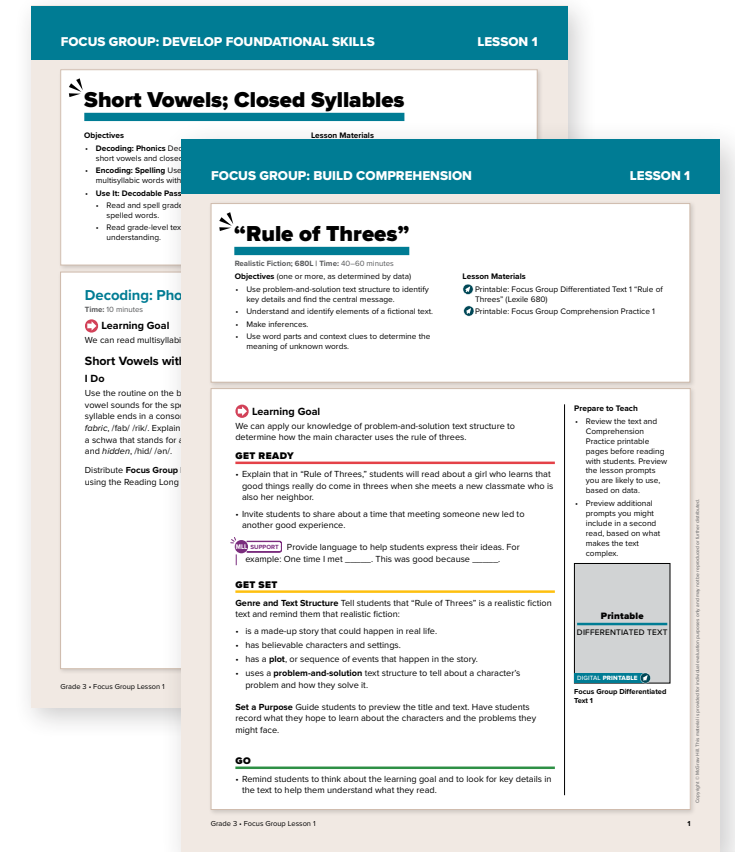
- Leverages skill and formative teacher observational data to deliver just-in-time instruction during the whole-group instructional block aligned to the unit scope and sequence
- Provides continued instruction on grade-level content for students who need it
- Allows other students to work on the same 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,
Emerge! California author

Focus Group

- Helps teachers meet students where they are with personalized instruction independent of scope and sequence
- Addresses specific standards in these four lesson types:
 - ▶ Develop Letter Recognition
 - ▶ Develop Foundational Skills
 - ▶ Build Fluency
 - ▶ Build Comprehension
- Groups students based on grade level and data about their instructional needs, allowing teachers to quickly form flexible groups for targeted instruction and practice
- Delivers an additional 20 minutes of instruction to reinforce, enrich, or extend learning
- Includes a K–5 **Focus Group California Standards Guide** that lists grade-specific lessons and how they align to California standards



Using Formative Evaluation data, choose children to meet with in Study Group or to work independently. Based on data and observations from Lesson 1, include multilingual learners who need more support with /l-blends in your study groups.

Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner. Review the printable with children. Choose one or all of the following options:

- **Word Building** Children build words with 4 and 5 sounds on **Phonics Practice 3.2a**.
- **Word Chaining** Partners receive a word list and a practice page on **Spelling Practice 3.2**. Partners read words to each other to spell. Children check and score their work.
- **Sentence Creator** Children read sentences on **Phonics Practice 3.2b** and circle the /l-blend words. Then they write new sentences with the words they circled.



Phonics Practice 3.2a, 3.2b
Spelling Practice 3.2

Meet with Study Group

Phoneme Awareness **HEAR IT**

Time: 2 minutes

Use the Identify Phoneme Routine (see page T2) to help children identify the sounds.

black /b/	slick /s/	clap /k/	plus /p/
plum /p/	glad /g/	flip /f/	club /k/

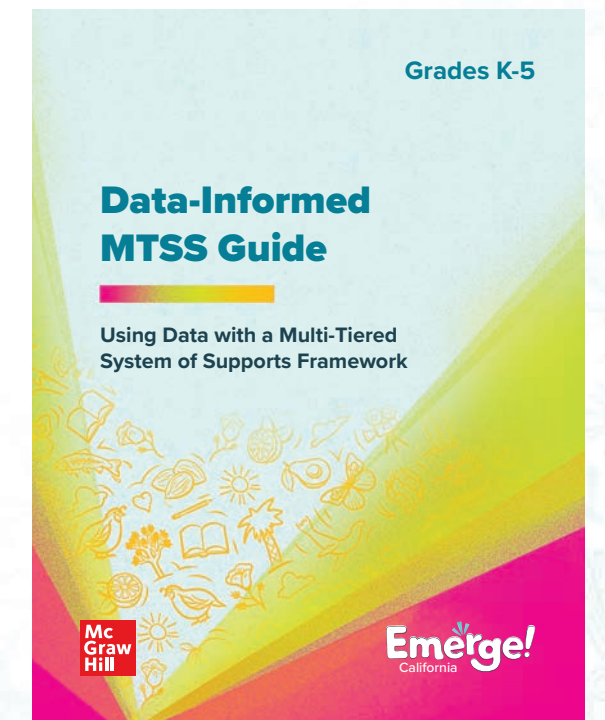
Model identifying the phonemes in the missed word. Say: *Look at my /b/. The sounds /b/ are at the beginning. Say it with me.* Children repeat.

Identify /l-Blends **SEE IT / SAY IT**

Use the Identify Phoneme Routine below to build *plug* and *slug* on the **Response Board**.

Data-Informed MTSS Guide

The Data-Informed Multi-Tiered System of Supports (MTSS) Guide helps districts align their MTSS implementation with *Emerge! California* to ensure that all students can meet grade-level expectations and participate fully in rigorous learning. The guide includes support for Tier 1, 2, and 3; students with dyslexia; and students with Individualized Education Programs (IEP) and 504s.



Multilingual Learner Support

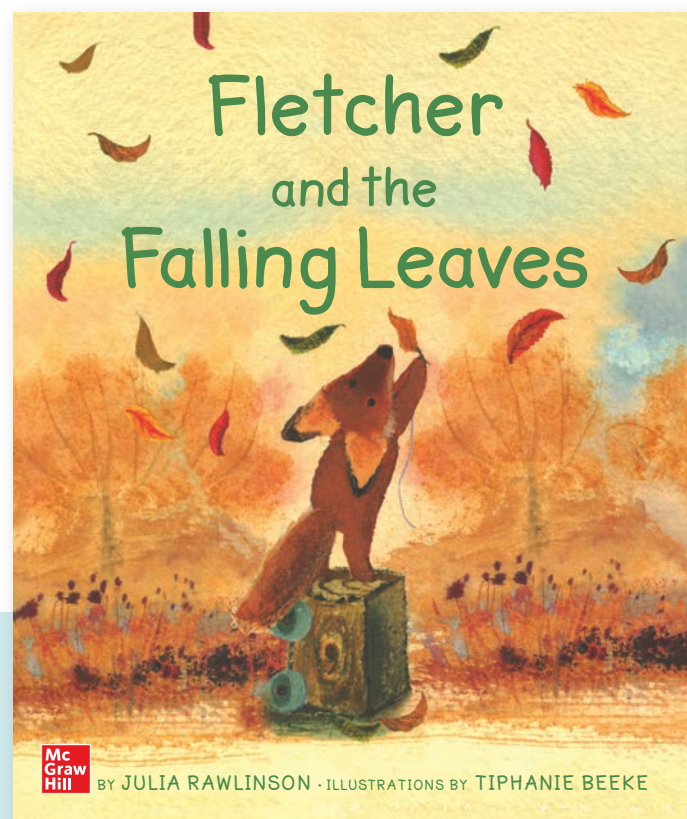
The multilingual learners (MLL) in your classroom have a variety of backgrounds, each contributing a unique set of language resources, cultures, experiences, and identities.

Emerge! California meets students where they are with an integrated literacy program for multilingual learners.

English Language Development Teacher's Edition

Every lesson in your Teacher's Edition includes MLL supports that are guided by research and best practices. These supports offer targeted scaffolds, such as guiding questions, sentence frames, and explanations of unfamiliar words.

Scaffolded instruction allows for individualized support for a student's English language proficiency level. *Emerge! California* provides MLL support with an array of components and three levels of scaffolding—minimal, moderate, and substantial.



Content Objectives

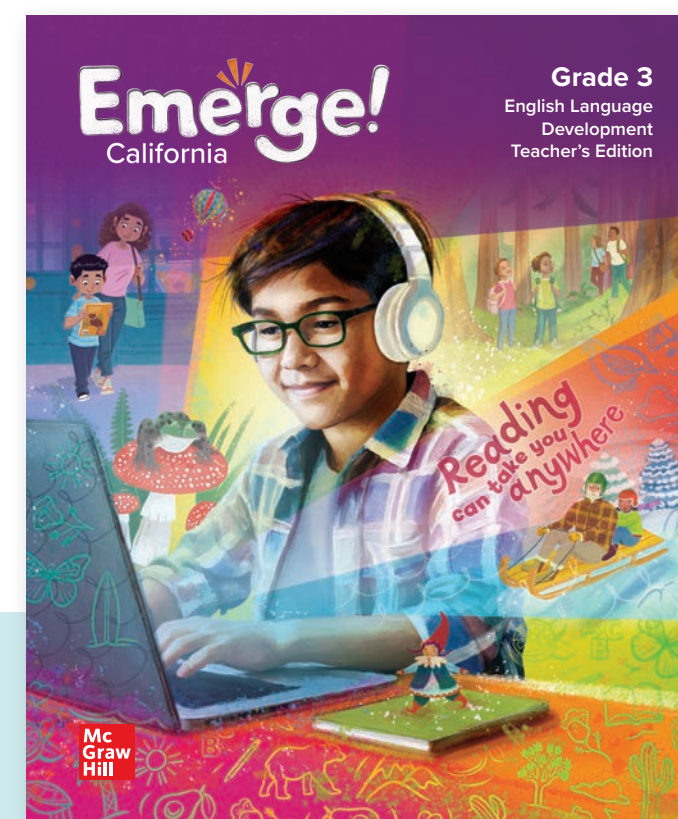
These lesson objectives are aligned to the objectives in the corresponding Teacher's Edition lessons, setting grade-level expectations for reading, writing, speaking, and listening.

Language Objectives

Language objectives identify specific language functions to help multilingual learners express ideas in academic work and develop their language skills in reading, writing, speaking, and listening.

Take a Closer Look

Help students access Central and Companion Texts with language supports for key passage comprehension and retelling the selection.



Academic Vocabulary

Academic vocabulary identifies key words that multilingual learners learn and use in context for their schoolwork in each lesson, including target words from text selections and language of instruction for grade-level skills.

Reading-Writing Connection

The Write About the Text/Topic lessons reinforce foundational writing and grammar skills from the corresponding lessons in the Teacher's Edition by providing additional examples and sentence starters to help students write about the Central Texts.

Stop and Check

Confirm understanding during MLL Focus Group lessons with embedded text-focused questions.

BUILDING COMPREHENSION AND KNOWLEDGE

Content Objectives

- Identify the characters, settings, and events in a story.
- Make inferences about the story.

Language Objectives

- I will use the illustrations and the text to explain events in the story.
- I will use describing words to talk about the character's feelings, the setting, and the events in the story.

ELD ELD.P1.1.7.Em, ELD.P1.1.7.Ex, ELD.P1.1.7.Br; ELD.P1.1.8.Em, ELD.P1.1.8.Ex, ELD.P1.1.8.Br; ELD.P1.1.9.Em, ELD.P1.1.9.Ex, ELD.P1.1.9.Br; ELD.P1.1.5.Em, ELD.P1.1.5.Ex, ELD.P1.1.5.Br

Academic Vocabulary

MLL Words gently, bare

Target Words worry, rustle

Instructional Words characters, setting, events

Cognates eventos, adaptar, observación

Lesson Materials

Literature Big Book: Fletcher and the Falling Leaves, pages 5–7

Access the Central Text

Take a Closer Look: Pages 5–17

Time: 20 minutes

To develop children's comprehension, use this lesson after children have read the Central Text, Lessons 6–8.

Learning Goal

We can identify characters, settings, and events in a story to help us learn how the seasons affect Fletcher and the forest.

Warm-Up

- Say: Let's revisit some important parts of Fletcher and the Falling Leaves. Have children talk about Fletcher's observations in the forest. As we read, think about these questions: Why was Fletcher worried? What happened to Fletcher's favorite tree? As we read, think about this question: How do the seasons affect Fletcher's tree?
- Point out that this story is a fantasy. Explain that a story that is a fantasy is made-up and has characters, settings, and events that could not happen in real life. The story has a clear beginning, middle, and end.
- Discuss the language objectives with children, explaining in more detail as needed.
- Review the Target Words and tell children they will learn new words as they read.
- Remind children to use the phrases and strategies they learned for having Collaborative Conversations.

Read the Text

Revisit the predictions made in "Prepare to Read." Use the Interactive Question-Response Routine as you read the text.

Page 5 Point to the illustration and identify Fletcher. Say: Fletcher is the main character in the story. Where is Fletcher? (in the forest) The author uses color words to describe this setting. Have children say the colors or point to examples in the illustration. (green, gold, brown)

Page 6 Read page 6. Explain that Fletcher's mom is another character in the story. Say: This is the beginning of the story. How does Fletcher feel? Fletcher is worried. Why does he feel this way? He thinks his tree is sick. Why? The leaves are turning brown. Explain that it is autumn, and that autumn is another word for fall.

Pages 8–9 Explain that Fletcher thought the leaves of the tree would feel better soon. Read page 8. Ask: What happened to the tree each day? More leaves turned brown.

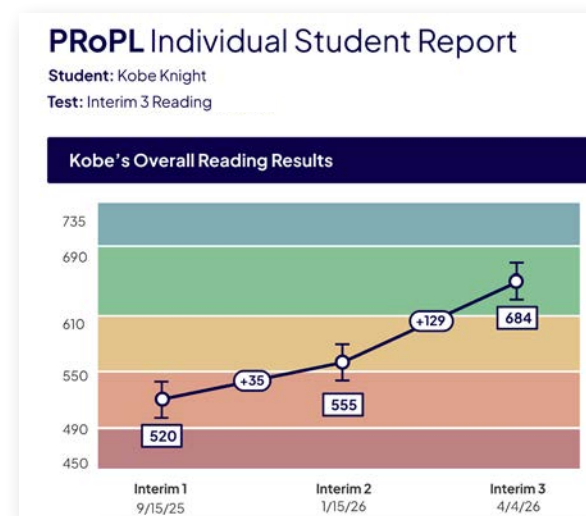
Introduce the MLL Word Explain that the word gently describes how something happens. Say: Gently tells that you are "doing something softly, with care." What can you hold gently? I can hold a guppy. Ittina gently. Point to Fletcher's paw. How did Fletcher catch the leaf? Did he catch it in a rough, hard way or gently? (gently).

Assessment and Data

Emerge! California simplifies the assessment process for teachers while keeping purposeful data at the center of instruction. Throughout the school year, *Emerge! California* 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 personalized, targeted instructional recommendations with confidence.

Step 1: Start Down the Assessment Pathway

- Designed to mirror high-stakes summative tests, the PProPL interim assessment fills in the gaps between benchmarks, identifying both strengths and areas for growth while predicting end-of-year performance in just 30–40 minutes, three times a year.
- 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

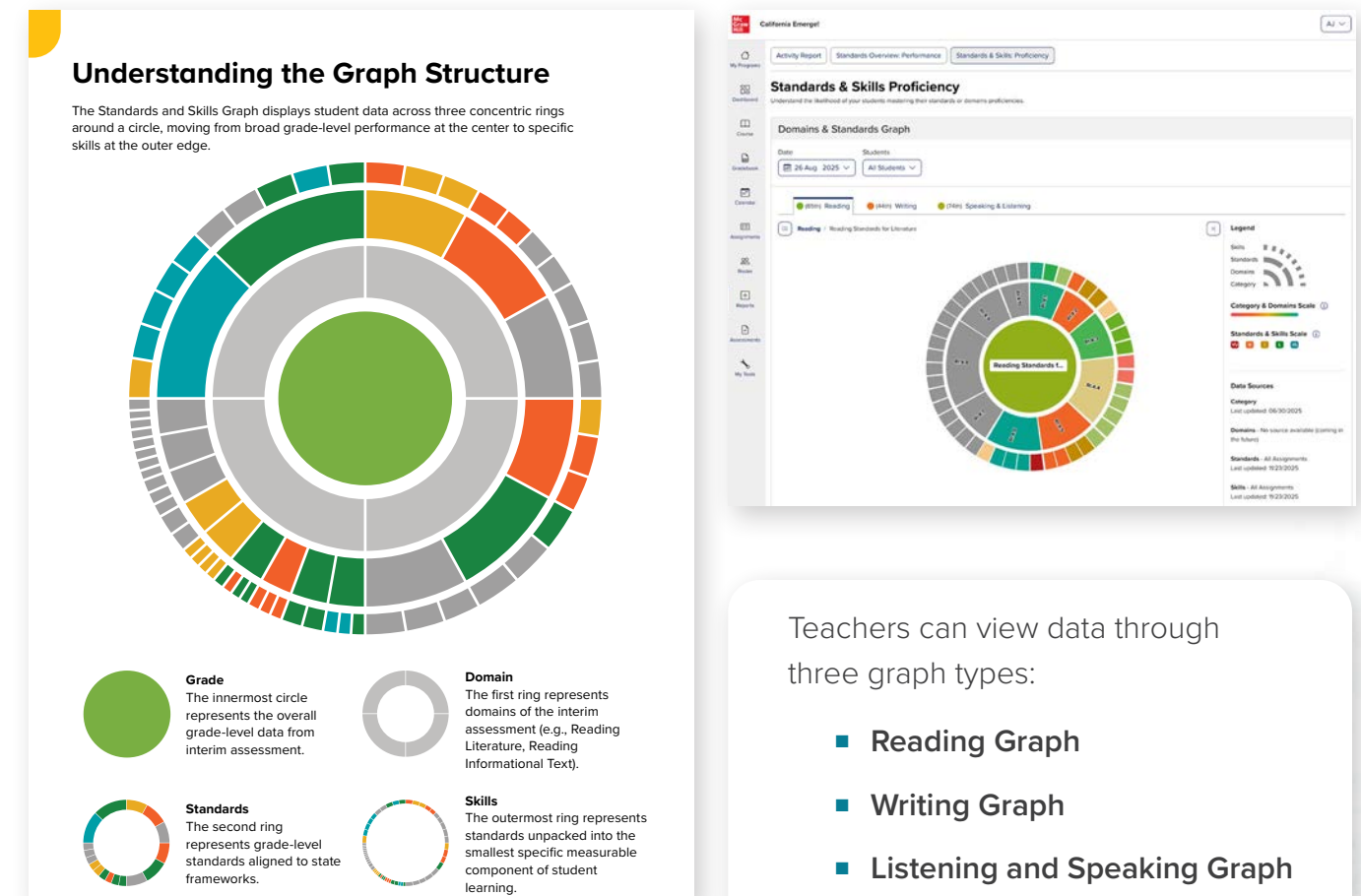
- Formative assessments** (before and during learning) monitor progress throughout the year and provide continued instruction on grade-level content for students who need it.
- Summative assessments** (at the end of a learning period) measure students' proficiency on what they have learned via formal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

Step 3: Make Decisions

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

Student Performance and Learning Recommendations

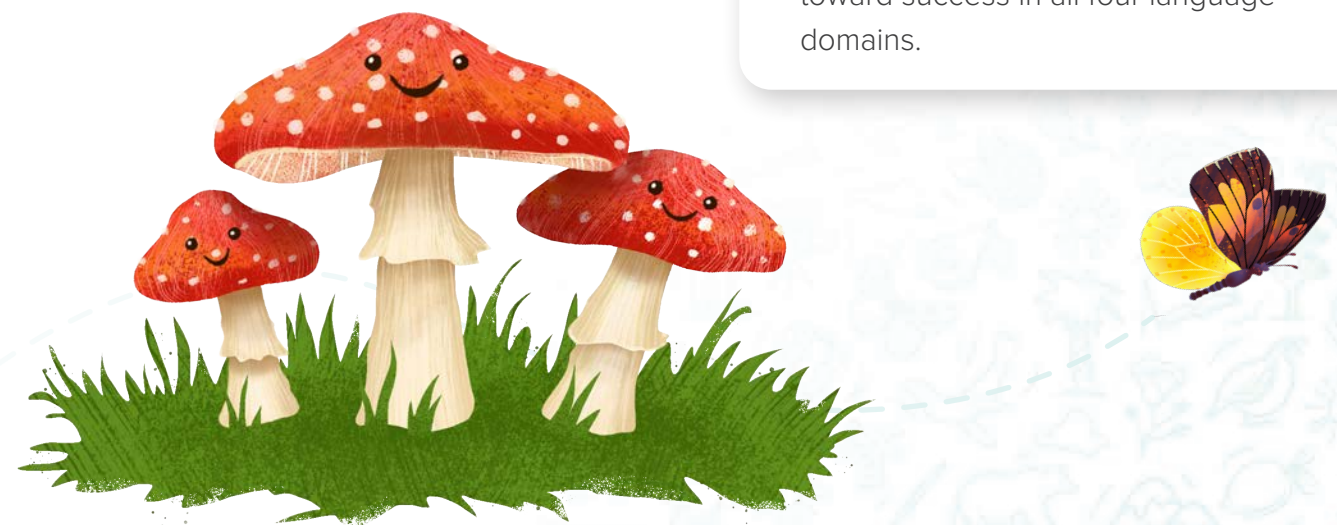
The **Standards & Skills Graphs** provide educators with a comprehensive, visual representation of student learning. Data in *Emerge! California* feeds into these graphs, providing a holistic view of student performance and progress that grows throughout the school year—constantly evolving to incorporate new information and offer the teacher tailored learning recommendations to assign each learner.



Teachers can view data through three graph types:

- Reading Graph**
- Writing Graph**
- Listening and Speaking Graph**

This ensures students are tracking toward success in all four language domains.



Key Program Materials

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

***Emerge! California* Essentials (K–5)**

Professional learning resource for teachers, including research, pacing, implementation support, and more!

Teacher's Edition (K–5)

Access explicit and systematic lessons, embedded routines, and support for data-informed instruction.

English Language Development Teacher's Edition (K–5)

Help multilingual learners access core texts and develop English language competencies with explicit instruction.

Extended Writing Teacher's Edition (2–5)

Provides explicit instruction for genre writing through all stages of the writing process as well as grammar and writer's craft minilessons.

Focus Group Lessons (K–5)

Meet students where they are with explicit small-group instruction independent of grade-level scope and sequence.

Student Companion (K–5)

Provide students with authentic literature, decodables at K–2, daily writing, and opportunities to engage with texts.

Write-On/Wipe-Off Response Board (K–5)

Help students practice applying foundational skills routines.

Literature Big Books (K–1)

Increase students' listening comprehension and print awareness.

Independent Reading Guide

Provides guidance for independent reading and the use of decodable and authentic texts.

Read Aloud Cards (K–1)

Engage students with read alouds that develop listening comprehension and build knowledge.

Sound-Spelling Cards (K–5)

Support phonics instructional routines for all sound-spellings.

Photo Cards (K–2)

Identify words containing specific sound-spellings with brightly colored pictures.

High-Frequency Word Cards (K–5)

Support orthographic mapping and comprehension of high-frequency words.

Handwriting Cards (Manuscript: K–2;

Cursive: 3–5)

Provide instruction for forming uppercase and lowercase letters.

Visual Vocabulary Cards (K–5)

Develop vocabulary for concept words and target words.

Practice Printables (K–5)

Meaningful student practice for key foundational skills, vocabulary, and grammar.

Extended Writing Printables (2–5)

Student pages to support each stage of the writing process.

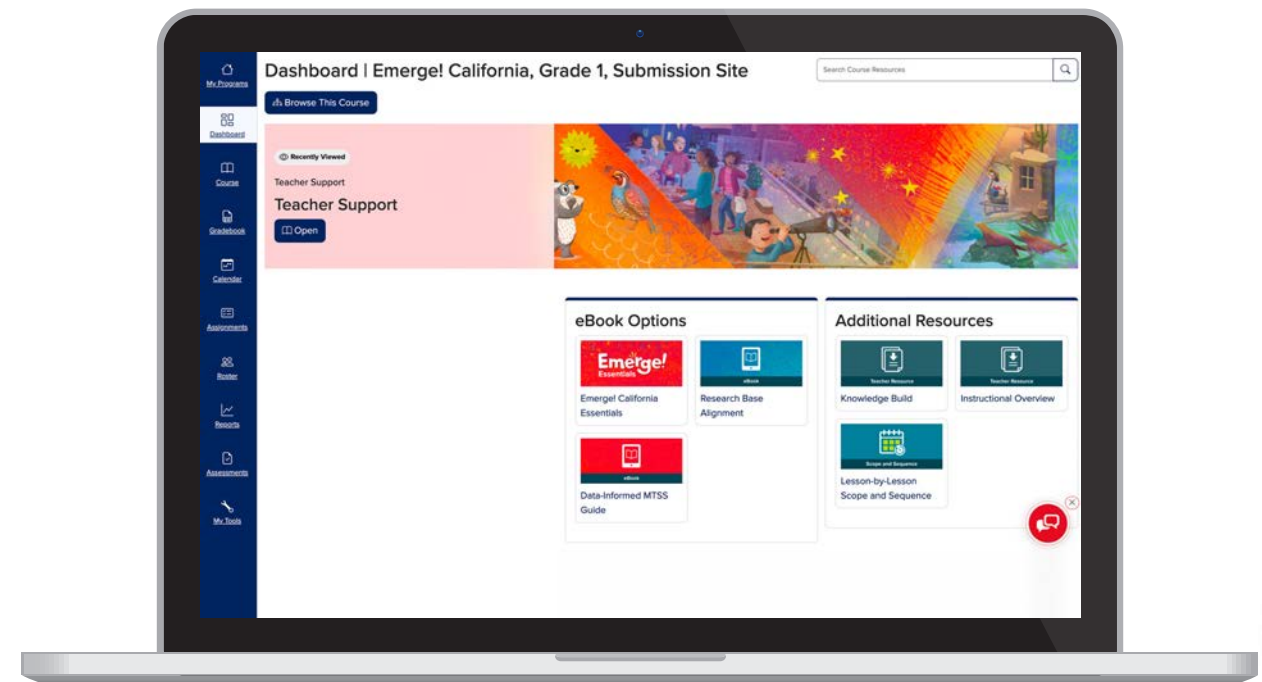
Digital Teacher Experience (K–5)

Explore a wealth of content, student data, tailored recommendations, and professional learning resources.

Digital Student Experience (K–5)

Offer students a centralized hub for content, activities, and data.

Up Next: The *Emerge! California* Digital Experience



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

