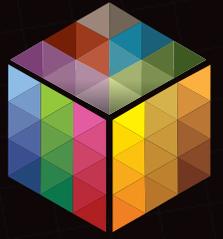


California  CCSS

SRA

FLEX
LITERACY™



Implementation Guide



IMPLEMENTATION GUIDE

Elementary System

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Contents

Program Overview	2
Classroom Implementation Model	6
Components List	7
Program Foundations	8
Instructional Models	8
Effective Literacy and Language Arts Instruction	10
<i>SRA FLEX Literacy™</i> and the California Common Core State Standards	14
Professional Development	20
The Digital Experience: Individualized Instruction	23
Overview	23
Instructional Activities	28
Assessment	34
The Print Experience: Small-Group Instruction	35
Overview	35
Materials	35
The Five-Day Print Lesson	38
Key Elements of Differentiated Instruction	40
Assessment	41
The Project Experience: Collaborative Learning	42
Overview	42
Materials	43
The Lesson Plan	46
Key Elements of Instruction	47
Assessment	48
<i>FLEXWorks</i>: Online Teacher Tool	50
Getting Started with <i>SRA FLEX Literacy™</i>	56
Using <i>FLEXWorks</i>	77
References	85



Program Overview

SRA FLEX Literacy™ is a comprehensive Reading and Language Arts intervention system for struggling readers in elementary grades 3 through 5 and secondary grades 6 and above. Students participate in three learning experiences, combining the best of computer-based and teacher-led instruction with collaborative and project-based learning to enhance students' college and career readiness skills. An online teaching tool called *FLEXWorks* connects these learning experiences for planning, instruction, assessment, and progress-monitoring purposes.



Individualized Instruction



Small-Group and Differentiated Instruction



Collaborative Learning

90 Minutes

- Comprehensive Reading & Language Arts Intervention
- Tier 3 or 4

50 Minutes

- Comprehensive Reading Intervention
- Tier 3

25 Minutes

- Supplemental Reading Intervention
- Tier 2

SRA FLEX Literacy™ can serve as a temporary intensive intervention program or it can be used to support a basic literacy program in today’s schools. As a temporary intensive intervention program, *SRA FLEX Literacy™* offers three literacy experiences in concert that are designed to address the California Common Core State Standards in reading (foundational, literature, and informational), writing, speaking and listening, and language. The Digital Experience involves 25 minutes of individualized reading instruction in which skills are taught using a gradual release of responsibility instructional model. The Print Experience includes 25 minutes of small group work centered on vocabulary and text-comprehension strategies; students learn to read with a pencil as they access and discuss text. Finally, The Project Experience includes 40 minutes of focused work in writing, researching, and speaking and listening skills. Students develop projects that promote 21st Century college and career readiness skills. Each Experience in the program contains at least 180 days of instruction.

As a support to a basic literacy program, teachers may choose to implement only The Digital Experience, for example. In this way, students receive focused and individualized instruction aligned to the California CCSS in reading (foundational, literature, and informational) and language. Students receive this 25 minutes of supplemental instruction in addition to their general education literacy instruction. The program is flexible to allow teachers to implement the Experiences as needed.



THE DIGITAL EXPERIENCE

The Digital Experience is self-managing and self-paced, with adaptive opportunities for remediation and acceleration, providing a unique opportunity for students to experience success in an instructional mode they enjoy—computer-based learning. Videos and animated learning opportunities are central to this individualized experience, with activities presented by instructional hosts. Students engage directly with this unique digital-learning experience, reading and interacting with text and earning points toward rewards. In The Digital Experience, over 100 English Language Arts objectives are taught through approximately 5,000 activities.

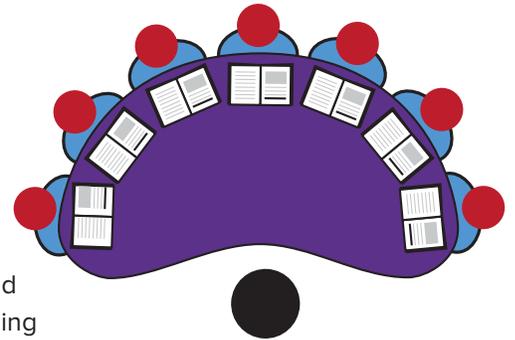


READING: LITERATURE	READING: INFORMATIONAL TEXT	READING: FOUNDATIONAL SKILLS	SPEAKING AND LISTENING	WRITING	LANGUAGE
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THE PRINT EXPERIENCE

During The Print Experience, teachers lead students with similar skill levels in close reading of complex text, rich debate, discussion, and individualized skill application, with in-depth focus on developing deep comprehension strategies. Individualized teacher-supported remediation based on The Digital Experience, extension activities to enhance critical thinking, and age-appropriate trade books are also components of this learning experience. The Print Experience includes three volumes of lessons—Volumes A, B, and C—each spanning 36 weeks, or 180 days, of instruction, providing three total years of instruction. As students progress through the program, the reading selections increase in complexity and Lexile® level.

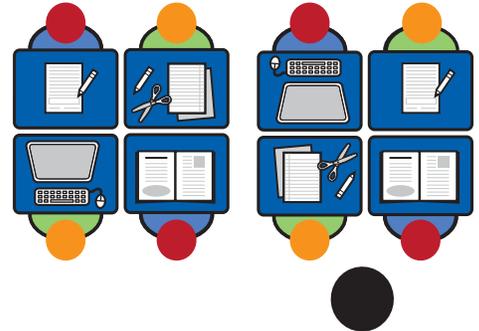


READING: LITERATURE	READING: INFORMATIONAL TEXT	READING: FOUNDATIONAL SKILLS	SPEAKING AND LISTENING	WRITING	LANGUAGE
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THE PROJECT EXPERIENCE

The Project Experience helps students build 21st Century Skills through team-based, research-centered writing projects that include research, presentation, collaboration, reflection, and evaluation. During The Project Experience, students work to complete projects related to science, social studies, and life skills in order to promote cross-curricular connections. The Project Experience is mainly comprised of 23 fifteen-day projects that teachers select in an order appropriate for their students. Each Project Experience year ends with an independent twenty-day Capstone Project to highlight and assess student learning. Tech Tutors and Pre-Project Lessons are provided to support needed skills.



READING: LITERATURE	READING: INFORMATIONAL TEXT	READING: FOUNDATIONAL SKILLS	SPEAKING AND LISTENING	WRITING	LANGUAGE
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FLEX WORKS™

FLEXWorks is a dynamic online teacher and administrator tool that connects the Experiences and supports implementation of *SRA FLEX Literacy*™. Teachers use *FLEXWorks* to plan instruction, manage student groups and project teams, enter gradebook data, generate and review student performance reports, and access student and teacher materials. Administrators use *FLEXWorks* to process data across classes and schools within their district using *SRA FLEX Literacy*™ to make informed and critical decisions. *FLEXWorks* is used daily by the teacher and provides

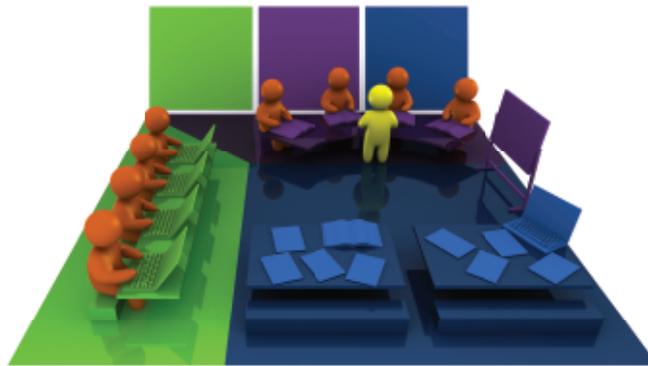
- automatic student performance data to monitor progress,
- daily planning tools to make teaching easier,
- targeted instruction to meet student needs for Differentiated Instruction, and
- professional development tools to provide teacher and administrator support.

Classroom Implementation Model

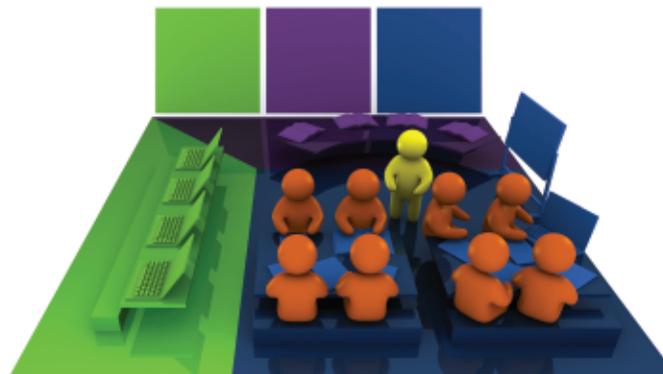
The *SRA FLEX Literacy™* classroom is set up to optimize student involvement in The Digital, Print, and Project Experiences for a total of 90 minutes per day. The Digital and Print Experiences are each 25 minutes, and The Project Experience is 40 minutes.

In the model classroom, students are organized into two groups to complete The Digital and Print Experiences. One group works independently on The Digital Experience while the other group works with the teacher on The Print Experience. After a 25-minute session, the groups switch experiences. The two groups then come together for 40 minutes to work in heterogeneous project teams in The Project Experience.

The *SRA FLEX Literacy™* model facilitates effective classroom management and time management when The Digital Experience and The Print Experience are scheduled simultaneously. As demonstrated in this model classroom, it is necessary to have one computer with Internet access for every two students, requiring a 2:1 student-to-computer ratio.



The Digital Experience and
The Print Experience



The Project Experience

Program Components

SRA FLEX Literacy™ includes the following components to support instruction:

All Experiences	<i>Implementation Guide</i>	<i>Assessment Resources</i>	<i>Differentiated Instruction Resources</i>	<i>FLEXWorks Online Teacher Tool and Professional Learning Environment</i>
The Digital Experience	<i>SRA FLEX Literacy™ Student Application</i>			
The Print Experience	Teacher Editions (Volumes A–C)	Student Interactive Readers (Volumes A–C)	<i>FLEXWorks ePresentations</i>	<i>Decodable Reader and Tradebook Library</i>
The Project Experience	Teacher Guides (24 per system)	<i>FLEXWorks ePresentations</i>		

Implementation Guide provides an overview of The Digital, Print, and Project Experiences, with guidelines for effective implementation, and user instructions to get started in *FLEXWorks*.

Assessment Resources provides print information on the enter/exit strategy for *SRA FLEX Literacy™*, information on student self-assessment, Critical Thinking Applications, Mastery Checks, Assessment Guides, Scope and Sequence for The Digital, Print, and Project Experiences, and Correlations to the California Common Core State Standards.

Differentiated Instruction Resources provides print Individualized Instruction activities, Decodable Reader support, English Learner strategies, information on forming English sounds, as well as contrastive analysis charts for both English Learners and African American English.

FLEXWorks Online Teacher Tool supports The Digital, Print, and Project Experiences, including classroom objectives and printables, gradebook, reports, student management, calendar, and resource features. More details on *FLEXWorks* can be found on pages 50–55.

Professional Learning Environment provides extensive online professional development that will help teachers successfully implement the program in the classroom. More details on the PLE can be found on pages 20–22.

The Digital Experience Student Application provides student access to The Digital Experience. More details on the Student Application and The Digital Experience can be found on pages 23–34.

The Print Experience Teacher Editions (Volumes A–C), Student Interactive Readers (Volumes A–C), *Decodable Reader*, a Tradebook Library, and ePresentations in *FLEXWorks* support student learning. More information can be found on pages 35–41.

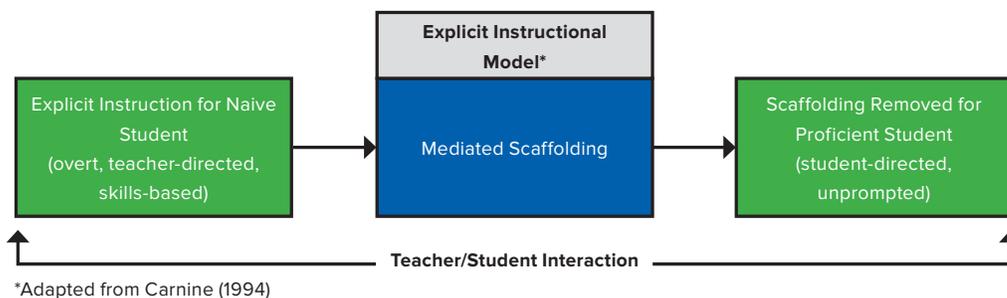
The Project Experience Teacher Guides (24 per system), and ePresentations in *FLEXWorks* support The Project Experience. More information can be found on pages 42–49.

Program Foundations

The instructional model for *SRA FLEX Literacy™* is based on two research-based approaches to teaching and learning.

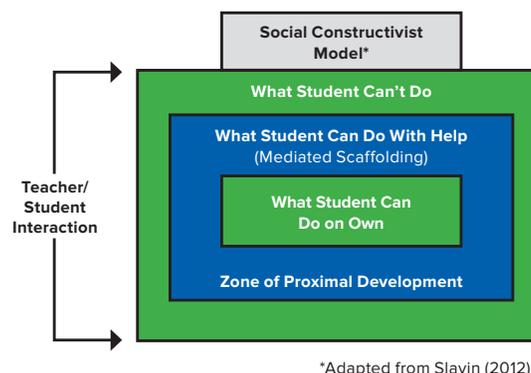
The Explicit Instructional Model

In the explicit instructional model, learning occurs across three processes—modeling, guided practice, and unprompted independent practice (Archer & Hughes, 2011). In the first stage, overt, teacher-directed, and skills-based instruction is provided for learners who cannot perform a skill on their own. In the second stage, mediated scaffolding, students receive guided practice and instructor feedback (both positive and constructive) based on their performance. The level of instructor support is gradually decreased as the students demonstrate learning. In the third stage, scaffolding is removed for unprompted independent practice when the students are proficient in performing the skill. The stage at which instruction is provided depends on the students' skill level. Thus, instruction is targeted at each student's level of performance. This model relies on the social interaction between the teacher and the students; students must be active in the learning process (Martella, Nelson, Marchand-Martella, & O'Reilly, 2012).



The Social Constructivist Model

The instructional method in the social constructivist model (Vygotsky, 1962) is similar to the explicit instructional model. Although the theories themselves differ, the common theme is how teachers approach instruction. There are three levels of student development. In the first level of development, students cannot perform a skill even with assistance. In the second level of development, students can perform the skill only when they receive assistance through mediated scaffolding. Mediated scaffolding is used in each student's zone of proximal development, the level at which learning can occur with teacher and/or peer

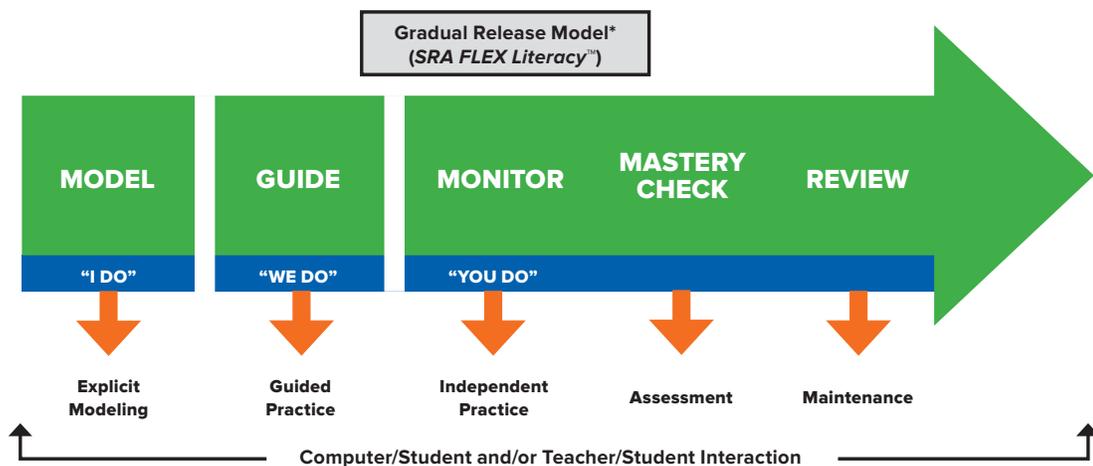


interaction but not in the absence of this interaction. Within this zone, the level of assistance necessary for the student to complete the skill ranges from modeling to guided practice. The level of support is gradually faded until the third level of development, when the student becomes independent in skill performance. The key to development in this model is the social interaction between the teacher and the students; both teacher and students learn from each other through this interaction (Ash & Levitt, 2003).

The SRA FLEX Literacy™ Gradual Release Model of Instruction

The SRA FLEX Literacy™ gradual-release model of instruction has components of both the explicit instructional model and the social constructivist model. Students receive explicit modeling, guided practice (i.e., mediated scaffolding), independent practice, assessment, and maintenance opportunities to learn critical reading skills and complex strategies. Specifically, students receive strong support when they are “novice learners,” which fades to mediated scaffolding, and finally to student independence when they become “experts.” Students are assessed to determine where and how instruction is provided through placement testing and ongoing, formative assessment.

According to David T. Conley (2011), students move from “novice to expert in their strategic thinking as the result of frequent practice on progressively more complex tasks, assignments, and activities.” The novice must proceed in a linear fashion to ensure prerequisites are mastered to lay a foundation for more complex literacy skills and strategies. Only then can students become experts. Learning relies on the social interaction between the students and the computer and/or teacher. It is considered a fluid process in which the computer or teacher informs the students, the students’ performance in turn informs the computer or teacher, and the computer or teacher adjusts instruction based on this information. Therefore, a feedback loop is provided from the computer or teacher to the students and from the students back to the computer or teacher.



Effective Literacy and Language Arts Instruction

According to the *Reading Next* research document (Biancarosa & Snow, 2006), literacy programs for students in the intermediate grades and above should focus on nine elements of instruction. As shown in the following table, *SRA FLEX Literacy*[™] incorporates these best practices across the three learning experiences.

Elements of Instruction	<i>SRA FLEX Literacy</i> [™]
Direct, explicit comprehension instruction	Skills and strategies in The Digital and Print Experiences are based on the gradual release model of instruction. Support from the computer or teacher moves from modeling skills and strategies to guiding students through their use to monitoring student performance as students work on their own.
Effective instructional principles embedded in content	Learning tools such as graphic organizers, structured reviews, guided discussion, and other instructional tactics enhance students' learning experiences in increasingly more complex text. Reading and writing practices help students become subject-area experts.
Motivation and self-directed learning	Students participate in game-like activities that build skills and strategies in The Digital Experience. Points and incentives are provided and exchanged for rewards. Students are actively involved in The Digital Experience and collaborate and participate in discussions and activities within The Print and Project Experiences.
Text-based collaborative learning	Collaborative learning is central to The Print and Project Experiences. Students interact with one another around text in groups or in project teams. Meaning is negotiated through rich and focused discussions.
Strategic tutoring	Struggling students benefit from intensive, individualized instruction. The Digital Experience offers individualized instruction based on students' skill levels. A placement test ensures correct initial placement in The Digital Experience. Online and teacher-delivered remediation is central to the program's differentiated instruction.

Elements of Instruction	<i>SRA FLEX Literacy™</i>
Diverse texts	Text complexity increases over time from Beginning Reader levels to Lexile® measures of 1100. Rich fiction and nonfiction selections are provided across the learning experiences and in a tradebook library. Text within the program is given a Lexile® measure to ensure alignment of student and text levels. Challenging text that may be beyond a student’s independent reading level is made accessible through shared reading in The Print Experience.
Intensive writing	Writing instruction improves reading comprehension and is the central element of The Project Experience. Students build background knowledge and collaborate to complete and share in-depth writing projects across a variety of domains.
A technology component	The Digital Experience facilitates literacy development. Skills and strategies are taught through animated videos and carefully designed learning opportunities that require students to be actively engaged in the learning process. Teachers can utilize interactive whiteboard technology in The Print and Project Experiences.
Ongoing formative assessment of students	Assessment informs instructional practice and is central to all aspects of the program. In The Digital Experience, acceleration and remediation are individualized based on student performance. Assessment and review opportunities are aligned with the California CCSS and are presented in standardized-test format. Critical Thinking Applications are used in The Print Experience to assess students’ performance in applying skills mastered in The Digital Experience. In The Print and Project Experiences, teachers use Assessment Guides to evaluate student performance. Progress Check conversations in The Project Experience are also used to ensure students are working towards expectations.

Assessment and Progress Monitoring

Placement Tests

Upon first login to The Digital Experience, the student takes a Lexile®-based placement test specific to the student's grade level.

Each test is a series of up to 35 multiple-choice questions that are scored by the system. This assessment's results are used to place the student in the appropriate band and lesson sequence within The Digital Experience, based on configured sequence start positions. The *FLEXWorks* system then determines and records the initial Lexile® score and the entry point at which the student will enter.

Lexile® Assessments

In The Digital Experience, students move through a progression of lessons with ongoing Lexile® measure assessment opportunities intended to measure students' growth over time. Each lesson in Bands C–K features an activity that assesses students' Lexile® scores, just as the placement tests do.

Mastery Checks

Each skill in The Digital Experience is taught through a scaffolded sequence of activities based on the gradual release model. At the end of each sequence, assessment activities called Mastery Checks present multiple choice question items without instructional prompting or feedback. Through these activities, students demonstrate their level of mastery with each skill. In bands A and B, the teacher is prompted to print the Mastery Checks and conduct the assessments orally. Mastery Checks in Lesson Bands C–K are done within the online lessons.

Fluency

Lessons regularly assess students' fluency by having them record themselves reading aloud so that teachers can review the recording and provide a words correct per minute (WCPM) score. Teachers are also prompted to assess the prosody of students' recordings based on four criteria.

Critical Thinking Applications (CTAs)

Students are assigned formative assessment activities in The Print Experience that allow the teacher to evaluate their performance on previously mastered skills in The Digital Experience. These can be completed with The Print Experience reading selections, thus allowing students to apply the skills they have learned in The Digital Experience to text selections they have read in The Print Experience. *FLEXWorks* provides teachers with suggestions on CTAs that correspond with student progress in The Digital Experience. In this way, instruction in The Print Experience and The Digital Experience are meaningfully integrated.

Assessment Guides

For both The Print Experience and The Project Experience, guidelines are given for teacher instruction and student progress. Data from these rubrics can be entered into The *FLEXWorks* online gradebook.

Exemplars, Reading Logs, and Self Evaluations

Students and teachers are provided with models to track personal progress and to guide achievement goals.

Progress Checks

Collaborative conversations, performance tasks, open-ended questions, short answer and extended response, and writing checklists are all embedded in the teacher instruction for both The Print Experience and The Project Experience to create ongoing opportunities for formative assessment.

Capstone Projects

Students work in teams during The Project Experience to create engaging 21st Century Skills-based presentations on real-world topics that provide summative assessment opportunities.

Independent Reading

Students are moved through the program using the Model, Guide, Monitor Instructional format. During designated time in The Print Experience, students pick their own reading selections and apply what they have learned during The Print Experience in order to foster personal choice and growth opportunities. Students can work with teachers to find reading selections or can select rich literature and cross-curricular informational texts from the Tradebook Library.

Benchmark Tests

Three benchmark progress-monitoring tests are administered through The Digital Experience that occur at intervals based on the initiation date of the program. On those dates, The Digital Experience suspends students' progress through the lessons and presents them with one of these tests. These tests follow the same format as the placement tests and result in updated Lexile® scores for each student. The benchmark assessments are scored separate from the placement tests to validate student Lexile® growth within the program.

Reports

FLEXWorks Online Teacher Tool provides relevant reporting for individuals, classes, and groups. Reports can be generated on standards progress and for critical information required to make decisions for students, classrooms, schools and districts. Teachers can use the data to evaluate exit opportunities. They can also use the data to create groups, thus providing opportunities for students to learn and improve their collaborative skills.

***SRA FLEX Literacy™* and the California Common Core State Standards**

One intention of the Common Core State Standards (CCSS) Initiative is to “establish a ‘staircase’ of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.” Thus, students:

- Demonstrate independence across a range of texts and are self-directed learners;
- Build strong content knowledge by reading and writing purposefully and listening attentively;
- Respond to the varying demands of audience, task, purpose, and discipline by adjusting their purpose when necessary;
- Comprehend as well as critique to remain open-minded readers and listeners who work diligently to understand what an author or a speaker is saying;
- Value evidence using relevant reasons to support their own points and to weigh the evidence provided by others;
- Use technology and digital media strategically and capably to acquire and integrate useful information; and
- Understand other perspectives and cultures to communicate with others from diverse backgrounds.

SRA FLEX Literacy™ connects instruction of the California CCSS across the strands of reading, writing, speaking and listening, and language. Students are challenged in similar instructional and pedagogical ways across the various English Language Arts (ELA) literacy strands. Students develop prerequisite skills and understandings necessary in the preceding grades across the ELA strands, allowing them to work toward progressively more complex college and career readiness skills in the upper grades. Students experience a common thread that has them read about then write about then speak about or listen to text as they access a steady yet cumulative progression of complex text designed to promote critical thinking and metacognitive skills.

California ELA/ELD Key Themes

In addition to covering the individual standards, *SRA FLEX Literacy™* allows for robust instruction in the California ELA/ELD Key Themes for promoting literacy for all students.

Meaning Making Students discuss and collaborate during small-group interactions led by teachers. They interact with complex text and derive meaning while supported with the scaffolding they need to succeed. Students learn presentation skills and research topics for The Project Experience, allowing them to read critically and to gather and synthesize details in a variety of disciplines.

Language Development Oral language development, vocabulary, academic language and syntax are all covered in the listening, speaking, reading, and writing aspects of the program. Foundational literacy skills are explicitly taught and practiced in the beginning reader bands of The Digital Experience. Differentiated instructional support is given to students who need extra help in mastering sophistication and proficiency with English.

Effective Expression Students learn to apply their skills in The Project Experience which offers many opportunities for students to express understanding and mastery. Students are supported in creating presentations in writing, speaking, digital media, visual displays, and other key areas.

Content Knowledge Exposure to a variety of text examples fosters student skill in accessing both informational and literacy text structures, allowing students to understand content area readings in other classes. Inquiry and project-based learning opportunities are provided during The Project Experience. Students are encouraged to apply their skills in real-world contexts.

Foundational Skills For students who need more support in foundational skills, the beginning reader bands in The Digital Experience offer online instruction and The Print Experience provides additional teacher-led instruction. Individualized Instruction opportunities and differentiated instruction opportunities help students to acquire those critical foundational skills in systematic and recurring ways.

Complete Correlations *SRA FLEX Literacy*[™] was designed to fully meet the California ELA CCSS. Complete program correlations to the individual standards are provided in the *Assessment Resources* and in *FLEXWorks Resources*. These correlations include citations for specific standards by strand, anchor standard, and grade level across the three learning experiences. Correlations are particularly helpful for those teachers writing goals and short-term objectives for students with individualized educational programs. With these correlations, teachers can clearly indicate how their instruction aligns with the California CCSS. Additionally, *FLEXWorks* provides reporting on the California CCSS at the student, classroom, and school levels.

The tables on the following pages illustrate how the California CCSS anchor standards are met across The Digital, Print, and Project Experiences.

**Anchor Standards for Reading
(Literature and Informational Text)**

	The Digital Experience	The Print Experience	The Project Experience
Key Ideas and Details			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	x	x	x
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	x	x	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	x	x	
Craft and Structure			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	x	x	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	x	x	
6. Assess how point of view or purpose shapes the content and style of a text.	x	x	
Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	x	x	x
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	x		x
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	x	x	x
Range of Reading and Level of Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.	x	x	x

Standards for Reading Foundational Skills	The Digital Experience	The Print Experience	The Project Experience
Print Concepts			
1. Organization and basic features of print.	x	x	
Phonological Awareness			
2. Spoken words, syllables, and sounds (phonemes).	x		
Phonics and Word Recognition			
3. Grade-level phonics and word analysis in decoding words.	x	x	
Fluency			
4. Purpose and understanding; orally read on-level text with accuracy, appropriate rate, and expression.	x	x	

Anchor Standards for Writing	The Digital Experience	The Print Experience	The Project Experience
Text Types and Purposes			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			x
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			x
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			x
Production and Distribution of Writing			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			x
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			x
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			x
Research to Build and Present Knowledge			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			x
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		x	x

Anchor Standards for Writing

	The Digital Experience	The Print Experience	The Project Experience
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X
Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		X	X

Anchor Standards for Speaking and Listening

	The Digital Experience	The Print Experience	The Project Experience
Comprehension and Collaboration			
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		X	X
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		X	X
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		X	X
Presentation of Knowledge and Ideas			
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		X	X
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		X	X
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		X	X

Anchor Standards for Language	The Digital Experience	The Print Experience	The Project Experience
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X
Knowledge of Language			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	X	X	X
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	X	X	X

Professional Development

The best educators are those who constantly strive to improve themselves and their practices. To ensure teacher and student success, McGraw-Hill Education offers online courses and in-person training for our programs. This gives our teachers a deep knowledge of effective implementation strategies and instructional practices.

Five Principles of Effective Teacher Professional Development

1 Content-Specific Learning

Professional learning deepens practitioners' knowledge of strategies for the specific content they teach to improve student learning.

2 Active Engagement

Teachers participate in their own professional growth through reading and responding, developing learning tools, and collaborating with peers.

3 Teaching Models

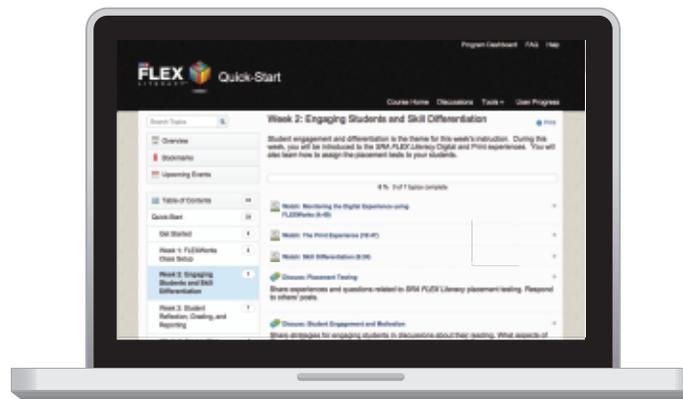
Videos of authentic classroom practices provide teachers an explicit, engaging mode of learning.

4 Collaborative Learning

Online collaboration empowers teachers to share research, instructional ideas, and modeling tasks.

5 Practical Application

Activities incrementally introduce change into practice and allow teachers to practice new strategies and embrace change.



Master your professional learning

SRA FLEX Literacy™ offers extensive online professional development that will help teachers successfully implement the program in the classroom.



Professional Learning Environment

SRA FLEX Literacy™ includes access to the Professional Learning Environment (PLE). The PLE is relevant, practical, and directly connected to *SRA FLEX Literacy™*.

This online environment offers

- **24/7 access** to program support.
- **An Online Professional Community** allowing opportunities for teacher collaboration. Discussion boards make it easy to collaborate and share with teachers in their community and with districts across the country.
- **Interactive learning modules** and instructional resources that promote comprehensive program knowledge.
 - *SRA FLEX Literacy™ Quick-Start Course*, providing all the tools teachers need to begin teaching the program with confidence.
 - *SRA FLEX Literacy™ Implementation Course*, offering a deep dive into both program pedagogy and digital tools, allowing teachers to implement all program components successfully.
- A **Professional Resource Library** that provides additional instructional support for many topics, including
 - Home to School Connection – offering teachers strategies for connecting and communicating with families, including Family Letters in English and Spanish,
 - Accessibility – supporting teachers with instructional strategies that can be used in any classroom to support students with disabilities, and
 - Entrance and Exit Criteria – providing guidance on student placement and offering quantitative metrics and qualitative measures to guide a teacher’s evaluation of student readiness to exit the program.
- **Certificates of completion** available for all online courses provide a pathway to gaining CEU credits.

FLEXWORKS™ Resources

FLEXWorks Resources offer quick access to a variety of tools to support the implementation of SRA FLEX Literacy™ in the classroom.

FLEXWorks Tutorials

These tutorials address commonly used tasks to support teachers working within FLEXWorks.

Topics include

- Introduction Tutorial
- Creating and Managing Your Profile
- Managing Students
- Calendar Overview
- Gradebook Overview
- Classroom Overview
- Reports Overview
- Uploading Users
- Adding/Editing Users
- Scheduling
- Creating Classes
- Exporting & Printing Reports
- The Print Experience Schedules
- The Print Experience Objectives & ePresentation
- The Project Experience Schedules
- The Project Experience Objectives & ePresentation
- Grading The Print Experience
- Grading The Project Experience
- Managing Instruction
- Mastery Checks and Individualized Instruction
- Grading Fluency Activities

eInservice Modules

Learn how to implement SRA FLEX Literacy™ in the classroom. Topics include

- Program Overview
- The Digital Experience: Managing the Curriculum
- The Digital Experience: Student Walkthrough
- The Print Experience
- The Project Experience
- FLEXWorks Online Teacher Tool

SRA FLEX Literacy™ in the Classroom Video Library View classroom videos demonstrating best practices with SRA FLEX Literacy™ and program authors discussing foundational aspects of the program.

- *Gradual Release of Responsibility* with Dr. Nancy Marchand-Martella
- *Preparing Students for Success* with Dr. Ron Martella
- *Meeting the Standards* with Dr. Nancy Marchand-Martella
- *The Importance of Text Evidence* with Dr. Doug Fisher





The Digital Experience

INDIVIDUALIZED INSTRUCTION

Overview

The Digital Experience is an online system for providing instruction, practice, assessment, and review in skills related to reading and language arts. Each student has an account that gives him or her access to an individualized course of instruction through the system. Because the system is web-based, students can log in from any computer that meets the system's technical requirements and progress through the instruction at their own pace. Each student has a unique username and password determined by the master code holder or an administrator upon student creation in ConnectED. This username and password must be provided to students outside of the program so they can add *SRA FLEX Literacy™* to their ConnectED book bags. For more information, review the Getting Started section of this Guide beginning on page 57.

Data generated by students' performance in The Digital Experience are collected by the system, and reports about student performance are provided through *FLEXWorks*. The Digital Experience has two primary components, the Student Room and instructional activities, which are described below.

Basic Navigation

Students move customizable avatars through the Student Room and the instructional activities. Avatars are controlled using the mouse or directional arrows on the keyboard. To move an avatar using the mouse, place the arrow-shaped cursor on the area of the screen to be moved to and click and hold the left button (the main button on a Macintosh). Dragging the cursor toward the edges of the screen will cause the avatar to move more quickly. Pointing the cursor up and clicking the mouse or using the up arrow on the keyboard will cause the avatar to jump.

The Digital Experience - Student Interface

Student participation in The Digital Experience is driven by a game-like navigation system. Motivational features are embedded into each lesson as well as into the transitions between daily lessons. The game provides ongoing encouragement and engagement as students complete instructional activities, and it also has features to limit the “play time” permitted for each day so that students focus on completing learning activities.





Design My Room

Students drag and drop items from the Design My Room tab into the Room area to decorate and personalize it. The Design My Room tab is empty at first and is populated with items that students acquire from the Item Shop. Students redeem points for decorative items there. Anything purchased from the Item Shop is added to the Design My Room tab. New items become available every five lessons, when the instructional host and lesson environment change. Item categories include flooring, furniture, wallpaper, and miscellaneous items.



Edit My Avatar

Students choose from dozens of human and nonhuman characters. They can change to a different avatar anytime they are in the Student Room or customize each avatar by adjusting the color of skin, hair, clothes, and accessories.



Next Lesson Doorway

The doorway on the far right side of the Student Room is the portal to the Lesson Walkthrough and the instructional activities. Students click the door to proceed to the next Digital Experience lesson.

Lesson Walkthrough

After exiting the Student Room through the Next Lesson Doorway, students' avatars are placed into the Lesson Walkthrough. Each lesson walkthrough has a panoramic environment. Students initiate instructional activities by walking the avatar into the floating cubes that appear throughout the Lesson Walkthrough. Each cube opens to reveal a screen that displays an icon and name for each category of instructional activity (e.g., Vocabulary). Students click a Start button to begin the activity.



Lesson Hosts and Lesson Walkthrough Themes

Activities in The Digital Experience are hosted by characters that serve as instructors. New characters and environments are introduced on a five-lesson cycle.

Lesson Environments

- Concert Hall
- Amusement Park
- Video Game World
- Mountains
- Ocean
- Museum
- Islands
- Emergency Services
- Extreme Sports World
- Zoo and Aquarium
- City
- Castle
- Cartoon World
- Movie Studio
- Big World
- Jungle
- Desert
- Outer Space
- Caves
- Small World

On-Task Incentives

Reward Points

Students earn points to spend in the Item Shop by completing activities and games and by collecting gems throughout the lesson walkthrough. The total number of points available for each activity is based on the level of instructional support and the number of questions answered by the student. Students earn a minimum of 100 points for completing each instructional activity. Each gem collected in the lesson walkthrough is worth 10 points.

Timing

Timing features embedded throughout The Digital Experience help keep students on task and maximize the time spent on instructional activities. Timing features include the following:

The Student Room

- Students have five minutes of “play” time the first time they enter the student room.
- One minute is awarded for each lesson completed, and students can accumulate a maximum of five minutes.

Lesson Walkthrough

- Students have a limited time to move their avatar to the next activity cube.
- After that time expires, an animation automatically moves the avatar to the next cube in the Lesson Walkthrough and launches the activity.

Idle Time/Timeout

- After 45 seconds of total inactivity (no keystrokes or mouse movement), a timeout warning message appears to ensure active student participation and account security.
- The timeout warning message lasts for 15 seconds, after which students are temporarily locked out of the application, and a timeout message window is displayed with a password entry field. Students can enter their passwords into the timeout message window to re-enter the application exactly where they left off.

Instructional Activities

The Lessons

Instruction in The Digital Experience is organized into a sequence of 560 lessons. Each of these lessons consists of several instructional activities, and each of these activities addresses one of over 100 learning skills. Instructional activities fall into one of two categories. They are either daily practice or they are a part of an instructional sequence, as detailed on page 31.

The 560 lessons are organized into 13 bands, labeled A through M. Upon initial log-in to the system, students take a Lexile® -based placement test to determine the band into which they are placed. The placement test is administered and scored online, and the student's placement into a lesson band is automatic and immediate.

Texts and skills presented in each band are aligned with a Lexile® range. This table shows the alignment between Lexile® ranges and lesson bands.

Lesson Band	A	B	C	D	E	F	G	H	I	J	K	L	M
Lexile® Range	BR	BR to 330L	330 to 405L	405L to 480L	480L to 580L	580L to 675L	675L to 770L	770L to 860L	860L to 945L	945L to 1020L	1020L to 1100L	1100L to 1200L	1200L to 1300L

The lessons in Bands A and B have a specific focus on early literacy skills, including phonemic awareness, letter-sound correspondences, basic decoding, and high-frequency word recognition. They primarily cover California CCSS associated with kindergarten and grade 1. The lessons in Bands C–M primarily cover California CCSS associated with grades 2–8, moving from more basic concepts to more sophisticated ones as the lessons progress. The lessons in Bands L and M give students the opportunity to practice previously learned skills in combination, using rich, authentic literature selections and informational text, thus preparing students for more complex, grade-level text demands.

Scope and Sequence

The scope and sequence for The Digital Experience can be found in the *Assessment Resources* and in *FLEXWorks*. Learning skills within the scope and sequence are organized into these strands:

- Early Literacy Skills (Foundational Skills)
- Comprehension
- Fluency
- Grammar, Usage, Mechanics
- Literary Analysis
- Text Elements
- Vocabulary and Language

The skills within each strand are aligned with one or more California Common Core State Standards and are placed in lesson bands to align with the band's Lexile® range. Some strands and skills from the scope and sequence are addressed through daily practice, while others are covered through a skill sequence in which instructional activities begin and end within a specific lesson band. As an example of daily practice, every lesson in

Bands C–M includes instruction and practice with vocabulary words. As an example of a skill sequence, the Literary Analysis skill “identify the narrator’s point of view” appears exclusively in Band E, while other Literary Analysis skills appear in other bands.

Foundational Skills

Students reading at the earliest levels will be placed into Bands A and B of The Digital Experience. Within these lessons, students will receive intensive instruction in letter formation and naming, phonemic awareness, letter-sound correspondences, decoding, and word recognition.

As the lessons progress, students complete basic fluency activities to develop their skill in reading connected text. Skills and concepts are explicitly modeled for students immediately before they are asked to respond to question items, and the pace is carefully controlled to help struggling readers feel successful. Assessment opportunities are triggered after each set of five lessons and are provided through a Mastery Check activity. The teacher administers Mastery Checks individually with each student. Resources for the Mastery Checks are made available through *FLEXWorks* as well as in *Assessment Resources*.

Additional components of *SRA FLEX Literacy™* are also available to support early literacy skills. Support for letter formation and naming, phonemic awareness, and alphabetic order are available on *FLEXWorks*. A *Decodable Reader* is also available to support early literacy. Selections are aligned to Bands A and B and are aligned with Mastery Check activities.

Activity Types

The lessons in Bands C–M include many different types of activities. Five of these activity types follow the gradual release pedagogy and are used to teach all of the skills.

- 1. Model** These activities explicitly introduce the objective of the skill. They initially present information through entertaining animated videos, and then they model for students how to think through and complete question items on the skill.
- 2. Guide** These activities provide re-teaching of the skill and additional modeling for completing question items on the skill. They also include question items for students to complete with assistance and prompting. The instructional host characters provide feedback based on student responses.
- 3. Monitor** These activities provide independent practice on the skill. They do not include any instruction or modeling, but students do receive feedback based on their responses. The last Monitor activity in a skill sequence is presented in a multiple-choice “test prep” format in order to prepare students for the Mastery Check activities.
- 4. Mastery Check** These are the summative assessment activities for the skill. No instruction, modeling, or feedback is provided.
- 5. Review** These activities follow the same format as Monitor activities. They appear in the lesson sequence after Mastery Check activities to maintain student proficiency with each skill.

Practice

Certain activity types appear in almost every lesson. They include the following:

1. Fluency Practice

Fluency practice activities are presented in a repetitive cycle. Within that cycle, students read the same passage four times. The first read, the *cold read*, students record themselves reading the passage aloud. Teachers can listen and score the recording through *FLEXWorks*. In the second read, students listen to a *modeled read* of the passage. Then they select individual words to be read aloud to them. During the third read, students read the passage silently and answer comprehension questions. The fourth read is identical to the first one, though the passage is now familiar to students; this final read is referred to as the *hot read*. Fluency practice begins in Lesson 71 and continues through Lesson 559. Each fluency passage is used in four consecutive lessons with every fifth lesson being a non-fluency lesson. Before fluency practice begins in Lesson 71, students complete repeated reading activities from Lesson 43 through Lesson 70. Each passage is in three consecutive lessons and includes a cold read, a modeled read, and a hot read.

2. Vocabulary Preview

Beginning in Lesson 81, each lesson introduces three new vocabulary words. These words are classified as Tier II words (Beck, McKeown, & Lucan, 2013), meaning that they are high-usage but fairly sophisticated words that allow students to comprehend more advanced texts. The preview activity in each lesson presents students with the part of speech, a definition, and an example sentence for each word on an interactive “card.” Students are able to hear each of these words read to them. After reviewing the cards, students read question items and select the word that answers the question. Because students are seeing these words for the first time, students are allowed to try each answer choice without penalty. Responses from these activities are not incorporated into the student’s overall performance grade.

3. Reading Practice

Beginning in Lesson 61, each lesson features a reading passage that falls within the Lexile® measure range for that lesson band. When students first encounter this passage, it is presented with selected words removed. Students must select the correct word from a set of answer choices to complete the passage correctly. Students’ responses to these items are assessed, and the resulting score is the student’s Lexile® measure. These scores are gathered on a lesson-by-lesson basis and reported on weekly to show each student’s Lexile® measure progress. Additionally, this same passage may appear in other activities within the lesson to support instruction in other skills.

4. Word Study

Beginning in Lesson 81, each lesson contains one or more word study activities. The word study activities in these lessons provide instruction and practice with prefixes, suffixes, and root words. Each series of activities introduces one or more prefixes, suffixes, or roots, and then provides question items in which students identify a word that uses the correct prefix, suffix, or root.

5. Vocabulary Practice

Beginning in Lesson 81, each lesson features vocabulary practice activities. Vocabulary practice activities address the three words introduced earlier in the lesson as well as three words introduced in a previous lesson. Question items within these activities relate to a number of skill-driven tasks, such as requiring students to match words with definitions, to complete a sentence with the correct word, and to identify synonyms and antonyms of a word. Unlike vocabulary preview activities, student performance on the vocabulary practice activities is included in the student’s overall performance grade.

Lesson Progression and Skill Progression

The Digital Experience scope and sequence is a matrix in which the rows are occupied by the skills covered and the columns are occupied by the lesson numbers. An example is shown below.

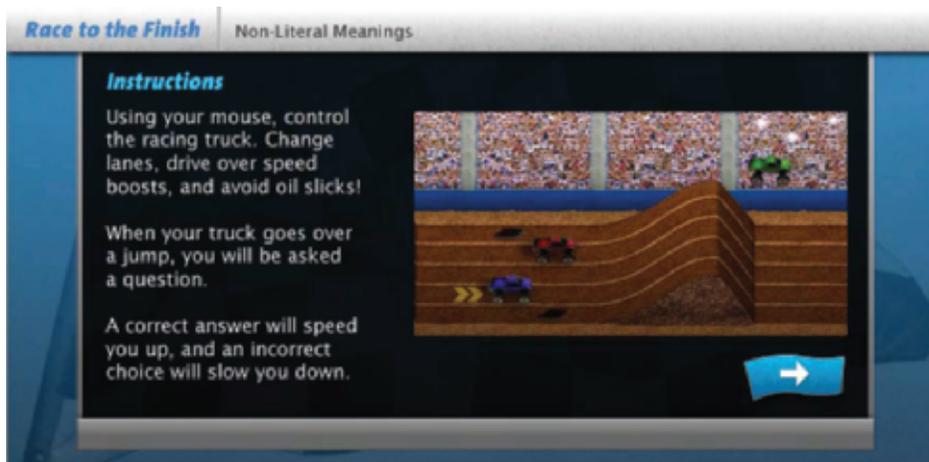
	Lesson Number					
Skill	192	193	194	195	196	197
Distinguish between information provided in pictures and information provided in text				Review		
Commas in a series					Review	
Use context clues to identify or clarify meaning of unknown words						Review
Describe key details of settings with and without illustrations	Review					
Capitalization: Proper nouns	Mastery Check	Mastery Check	Review			
Subject/verb agreement	Monitor	Monitor	Monitor	Monitor	Monitor	
Describe major events using key details with and without illustrations		Mastery Check	Mastery Check	Review		
Common conjunctions	Guide	Guide	Monitor	Monitor	Monitor	Monitor
Compare/contrast most important points in two texts on same topic	Model	Model	Guide	Guide	Monitor	Monitor
Identify text features		Model	Model	Model	Model	Guide
Compound sentences						Model

Students' experience of the content is through a progression of lessons. Students progress through lessons that include activities covering a carefully controlled range of skills. For example, Lesson 196 in the table on page 31 includes activities on commas in a series, subject/verb agreement, describing major events using key details, common conjunctions, comparing/contrasting most important points in two texts on same topic, and identifying text features. In The Digital Experience, lessons include 7 to 13 instructional activities, several of which relate to the individual skills. Students are made aware of the skills addressed as they enter each activity, but they are not aware of their position within the lesson matrix.

Another way to understand The Digital Experience content is by considering skill progression. Again referring to the table, the first four skills have already completed the gradual release instructional phase and are in the review cycle. The "Capitalization: Proper Nouns" skill is in the mastery check phase in Lessons 192 and 193, and moves on to the review cycle in Lesson 194. "Describe major events using key details with and without illustrations" is in that same phase, while the rest of the skills are in various gradual release phases. The sequence of these activities is designed to follow the program's gradual-release model of instruction. The first activities provide explicit modeling. Over time, responsibility is released to the student, and the activities move to independent practice and assessment. Ninety of the program's skills follow this horizontal model, while the remaining skills are practiced in every lesson.

Game Activities

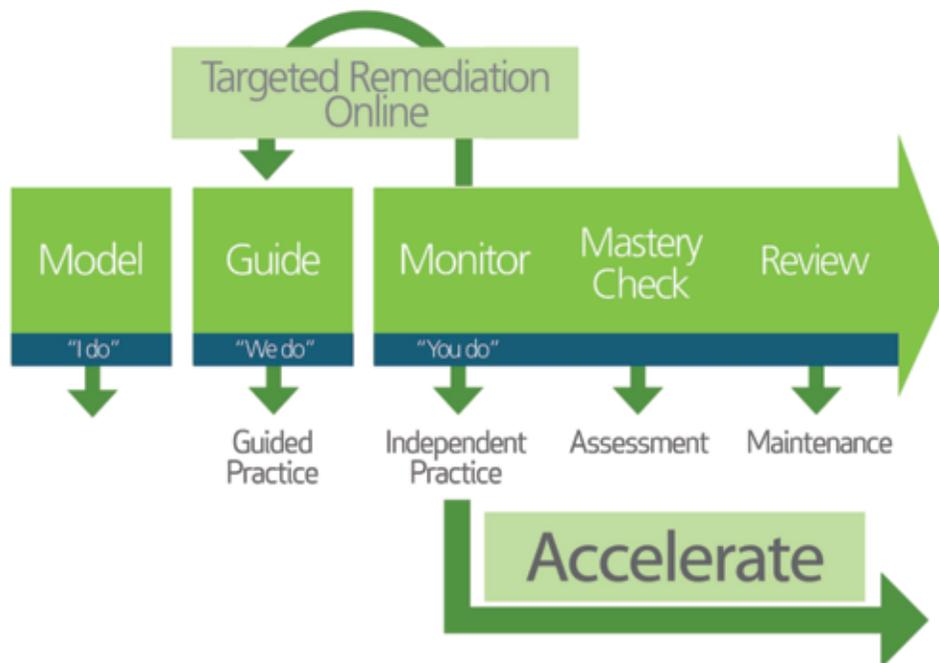
The game activities are brief, engaging interactions that provide practice and reinforcement for previously introduced skills. These games incorporate entertaining and age-appropriate themes such as off-road racing, carnival games, and jungle safaris. Reward Points collected during these games contribute to the student's overall point total for spending in the Item Shop, but performance on these activities is not incorporated into the student's overall performance grade.



Adaptive Acceleration and Remediation

As students work through the activity sequences for the skills in Bands C–M, their performance is continually assessed by the system. As described earlier, students complete Model and Guide activities for each skill before entering into the Monitor phase of the sequence. If students demonstrate mastery (100% correct) in three consecutive Monitor activities for a skill, the system accelerates past remaining Monitor activities when students encounter them in each lesson. (Note that this does not apply to the final Monitor activity that prepares students for the Mastery Check activities.) This process allows students to accelerate their progress toward assessment opportunities and toward on-grade-level performance.

Conversely, if students average below 80% in two consecutive Monitor activities for a skill, the system presents them with an intensive remediation lesson just for that skill. Students work through consecutive activities that reteach the skill and provide supported practice. After completing this remediation lesson, students return to the regular sequence of lessons. If they continue to struggle with that skill, *FLEXWorks* notifies the teacher that additional intervention is required. The teacher is prompted to administer a one-on-one Individualized Instruction lesson to provide further remediation for the skill. The content for the Individualized Instruction lessons is made available both within *FLEXWorks* and in the *Differentiated Instruction Resources*.



Digital Assessment

<p>Placement Tests</p>	<p>Upon first login to The Digital Experience, the student takes a Lexile®-based placement test specific to the student’s grade level. The test is a series of up to 35 multiple-choice questions that are automatically scored by the system. This assessment’s results are used to place the student in the appropriate lesson sequence within The Digital Experience, based on configured sequence start positions. The <i>FLEXWorks</i> system then determines and records the initial Lexile® score and the entry point at which the student will enter.</p>
<p>Fluency and Lexile® Assessments</p>	<p>Once inside The Digital Experience, students move through a progression of lessons with ongoing fluency and Lexile® measure assessment opportunities intended to measure students’ growth over time. Each lesson in Bands C–M features an activity that assesses students’ Lexile® scores, just as the placement tests do. Additionally, lessons regularly assess students’ fluency by having them record themselves reading aloud so that teachers can review the recording and provide a words correct per minute (WCPM) score. Teachers are also prompted to assess the prosody of students’ recordings based on four criteria: expression, phrasing, smoothness, and pace.</p>
<p>Mastery Checks</p>	<p>Each skill in The Digital Experience is taught through a scaffolded sequence of activities based on the gradual release model of instruction. At the end of each sequence, assessment activities called Mastery Checks present multiple choice question items without instructional prompting or feedback. Through these activities, students demonstrate their level of mastery with each skill. In Bands A and B, the teacher is prompted to print the Mastery Checks and conduct the assessments orally. Mastery checks in Bands C–K are done within the online lessons.</p>
<p>Benchmark Tests</p>	<p>Three benchmark progress-monitoring tests are administered through The Digital Experience, occurring at intervals based on the initiation date of the program. On those dates, The Digital Experience suspends students’ progress through the lessons and presents them with one of these tests. These tests follow the same format as the placement tests and result in updated Lexile® scores for each student. The benchmark assessments are scored separately from the placement tests to validate student Lexile® growth within the program.</p>
<p>Entry/Exit Strategy</p>	<p>Detailed information on the Entry and Exit Strategy process for <i>SRA FLEX Literacy™</i> can be found in <i>Assessment Resources</i> and in the Professional Learning Environment in <i>FLEXWorks</i>.</p>
<p>Student Self-Assessment</p>	<p>Students are guided through a self-assessment process to track and monitor their progress through The Digital Experience. Instructions and resources for student self-assessment can be found in <i>Assessment Resources</i> and in <i>FLEXWorks Resources</i>.</p>



The Print Experience

SMALL-GROUP INSTRUCTION

Overview

Throughout The Print Experience, students learn critical vocabulary and comprehension skills and strategies, which they apply in interactions with the teacher, classmates, and the text itself. Thus, students are integrated into the learning experience from the start through collaborative activities. Important background knowledge and difficult vocabulary words are solidified before students participate in the teacher-led, shared read-aloud and close read of the text. Instruction emphasizes rich dialogue and reflective discussion based on a clear understanding of text evidence to support students' inferences. With a five-day, three-part lesson plan to work through texts, instructors and students follow an efficient lesson pattern. High-interest, culturally diverse fiction, nonfiction, and informational texts illustrate just how exciting reading can be. Drama, poetry, and speech provide a means to emphasize prosody and performance through Reader's Theater. Choose Your Own Book allows teachers to expand learning with authentic text.

The Print Experience focuses on shared reading, exposing students to richer, more sophisticated text than they may be able to read on their own. The instructional purpose of The Print Experience is not to teach students how to read these selections independently, but rather how to engage with the selections as proficient readers do, thinking critically about the text and discussing its literary elements. The viewpoint of The Print Experience is that all students have experiences, ideas, and opinions that can be brought to interactions with text, even if the text is one they are not yet proficient enough to read independently.

Materials

The Print Experience Materials

- Interactive Reader, Volume A
- Interactive Reader, Volume B
- Interactive Reader, Volume C
- Teacher's Edition, Volume A
- Teacher's Edition, Volume B
- Teacher's Edition, Volume C
- ePresentations (available in *FLEXWorks*)
- Decodable Reader
- Tradebook Library

Interactive Readers

The *Interactive Reader*, a consumable student component, is central to the learning experience. It serves as a personalized student portfolio—a written record of growth and accomplishment in the program.

The *Interactive Readers* include a variety of fiction, nonfiction, and informational text selections as well as drama, poetry, and speech selections. Lexile® measures of the selections in the Elementary System range from 500L to 800L in Volume A, from 700L to 1000L in Volume B, and from 800L to 1100L in Volume C. As students engage with each selection, they record information about story elements, they identify text evidence to respond to question prompts, and they practice using comprehension strategies to deepen their understanding of the text. They also use the *Interactive Reader* to learn and practice new Tier II vocabulary words introduced with each selection. *FLEXWorks* identifies which students are able to read each selection based on highest attained Lexile® score.

The three volumes incorporate increasing levels of text complexity and student responsibility. Each year students work with more complex texts, preparing them for the text demands in grade-level reading and helping them meet college and career readiness goals. Groups in The Print Experience may be using different volumes based on Lexile® levels.

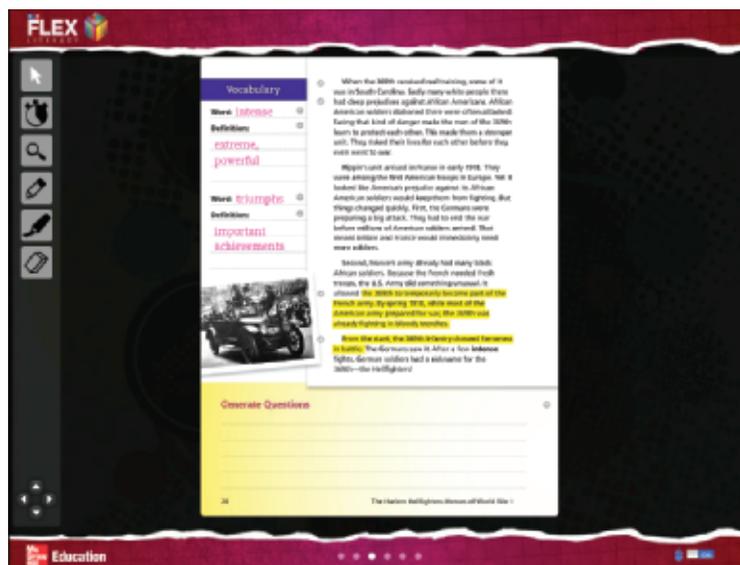
Teacher's Editions

Each *Teacher's Edition* volume covers 36 weeks, or 180 days, of instruction. Lessons within the volumes gradually withdraw instructional support to facilitate students' ability to take more responsibility for their learning. Each day's instruction shows facsimiles of the corresponding *Interactive Reader* pages, including annotated answers and highlighting to indicate correct or possible responses to the questions and prompts. The explicit instruction within these volumes supports implementation of the program with fidelity and ensures that teaching and learning are purposefully directed toward the stated objectives and standards.

ePresentations

These interactive resources on *FLEXWorks* accompany all Print Experience lessons. They are ideal for use on an interactive white board, but they are also effective when projected and displayed by any other means. The ePresentation allows teachers to model the responses prompted in the *Teacher's Edition*, as well as the thought process behind the responses. The ePresentation that accompanies each lesson includes each page from that lesson's *Interactive Reader* selection. Responses to the question prompts from the *Teacher's Edition* are embedded in the

ePresentation pages for instant access, or teachers can type or write the responses themselves. A toolbar supports implementation of the ePresentation.



Decodable Reader

The *SRA FLEX Literacy™ Decodable Reader* provides additional practice for beginning readers who need extra support to develop automaticity and to practice fluency.

Tradebook Library

The Print Experience is accompanied by a collection of 60 absorbing and engaging books for independent reading. A reading log allows students to log information about books they select and read during independent reading time. Books that comprise the Tradebook Library conform to the program's Lexile® measure ranges so teachers can be sure that students are reading level-appropriate titles.

The titles in the Tradebook Library can be found in *FLEXWorks* Resources, along with summaries of the books, Lexiles®, graphic organizers to support learning, reading logs, suggestions for organizing individualized reading goals, and guidance for implementing the Tradebook Library to strengthen student reading skills.

The Five-Day Print Lesson

Five-day lesson plans follow a familiar and efficient classroom routine sequence: Before Reading (Day 1), During Reading (Days 2 and 3), and After Reading (Days 4 and 5). Each lesson within the volume addresses a consistent set of objectives and California CCSS. The critical difference among lessons is the degree to which they provide teacher support. As in *The Digital Experience*, lessons carry Model, Guide, and Monitor labels, and they progress from high levels of teacher support to high levels of student independence.

BEFORE READING (Day 1) Teachers engage students by introducing the selection, discussing text elements or features, setting a purpose, and building background knowledge. During these activities, students respond orally and in writing. Teachers model or collect student responses in the ePresentation and then provide a language model by reading the selection aloud. A portion of the lesson is for differentiated instruction. This time includes administering Individualized Instruction lessons, *Decodable Reader*, and students reading from the *Tradebook Library*.

DURING READING (Days 2 and 3) Teachers begin by reviewing the selection with student participation. They introduce vocabulary words and review literary elements of the selection. They reread the selection, inviting students—based on Lexile® progress—to read aloud with them. Teachers prompt students to generate and answer questions, highlighting text evidence and taking notes. The instruction includes prompts for rich discussion and debate based on close reading of the text as well as modeling and practice of comprehension strategies such as making and verifying predictions about the selection.

AFTER READING (Days 4 and 5) Teachers prompt students to reflect on and retell the story. They are supported in making connections, analyzing point of view, comparing and contrasting elements of the selection with other selections, and reviewing vocabulary. With drama, poetry, and speech selections, teachers guide students to develop reading fluency through Readers’ Theater activities, after which students evaluate their own performances. A portion of the lesson is used for differentiated Instruction. Day 5 is wholly dedicated to differentiated Instruction: completing Critical Thinking Applications, administering Individualized Instruction, implementing *Decodable Reader*, reading from the *Tradebook Library*, and targeted writing and spelling instruction.

	Day 1	Day 2	Day 3	Day 4	Day 5
Interactive Reader	15 minutes	25 minutes	25 minutes	15 minutes	0 minutes
Differentiated Instruction	10 minutes	0 minutes	0 minutes	10 minutes	25 minutes

Gradual Release Model of Instruction

As in The Digital Experience the gradual-release model of instruction is central to The Print Experience. A careful instructional fade sequence ensures students' independence and success. The labels Model, Guide, and Monitor are used to describe the levels of support within the lessons.

Instructional Fade in The Print Experience Elementary System

Level of Support	Volume A 500L–800L Weeks	Volume B 700L–1000L Weeks	Volume C 800L–1100L Weeks	Examples of Instruction
Model	1–7, 29	1–4, 29	1–4	<ul style="list-style-type: none"> • Teacher models each part of lesson each day of the week. • Teacher initiates and guides all discussion. • Teacher provides prompts and answers. • Students copy responses.
Model/Guide			23, 29, 31, 32	<ul style="list-style-type: none"> • Teacher initiates and guides all discussion. • Students write their own responses.
Guide	8–14, 30–31	5–8, 30–31	5–8, 34	<ul style="list-style-type: none"> • Teacher guides students with question prompts, but students provide all answers. • Students write their own responses.
Monitor	15–28, 32	9–28, 32	9–22, 24–28, 30, 32, 35–36	<ul style="list-style-type: none"> • Teacher's question prompts become briefer. • Fewer answers are suggested. • Student partners share own text connections. • Teacher no longer reads vocabulary words aloud but instructs students to complete their own vocabulary reviews.

Key Elements of Differentiated Instruction

Individualized Instruction

Individualized Instruction activities connect student performance in The Digital Experience with additional support during The Print Experience. When a student fails to achieve mastery in a skill in The Digital Experience, the teacher receives an automatic notification of a specific Individualized Instruction activity for the student in that skill. Individualized Instruction activities are located in *Differentiated Instruction Resources* and also available for printing in *FLEXWorks*.

Mastery Checks

In Bands A and B, students may struggle with writing skills. To scaffold assessment, the teacher is prompted to print the Mastery Checks and conduct the assessments orally.

Critical Thinking Applications

Critical Thinking Applications (CTAs) help students connect their work in The Digital Experience to the selections in The Print Experience by promoting generalization of skills and linking to further connected text. Assignment of CTAs is determined and presented within *FLEXWorks* and includes activities based on students' most recently mastered skills in The Digital Experience. Most CTA activities are designed to be applied to any Print Experience selection. As a result of this design, students within a particular group may be assigned different CTAs, but they will apply those CTAs to the same Print Experience selection. Specific CTAs are available for informational text, drama, poetry, and speech. CTAs are located in *Assessment Resources* and also available for printing in *FLEXWorks*.

Independent Reading

The *SRA FLEX Literacy™* Tradebook Library supports students' independent reading of level-appropriate but increasingly complex texts. The high-interest books in the Tradebook Library comprise a variety of literature and informational text selections that conform to the program's Lexile® measure ranges. The diverse selections provide shorter, challenging texts that allow for close reading and rereading as well as extended full-length texts for broader and enriching literary opportunities. Summaries of the books, Lexiles®, graphic organizers that can be used with the books, reading logs, suggestions for organizing individualized reading goals, and guidance for implementing the Tradebook Library to strengthen student reading skills are all available in *FLEXWorks* to support instruction.

Decodable Reader

The *SRA FLEX Literacy™* Decodable Reader provides additional practice for beginning readers who need extra support to develop automaticity and to practice fluency. Students read these engaging, level-appropriate decodable text selections individually or in small groups, depending on student need. Teachers administer this instruction on Days 1, 4, and 5 of The Print Experience during differentiated instruction time. Connecting Mastery Check administration to decodable text selections ensures that these students will have the necessary skills to read decodable text with a high degree of success.

English Learner Strategies

English Learner (EL) tips and suggestions are placed strategically throughout The Print and Project Experiences to support vocabulary acquisition, recognition of cognates, and enhanced speaking opportunities. For students who need more language support, EL Strategies are included in the *Differentiated Instruction Resources*. Sample mini-lesson templates are provided with accompanying sentence frames. Classroom Routine suggestions give opportunities for differentiated instruction for emerging, expanding, and bridging English language learners. Producing English sound descriptions and contrastive analysis charts for a variety of languages provide linguistic guidance so teachers can better understand and support learners from many different language backgrounds.

Spelling

As students finish a set of five lessons, teachers can use spelling instruction materials to support students in small groups or individually. The instruction utilizes vocabulary words from the lessons students have just completed and also gives teachers the flexibility to add words or to review words that were previously taught. Spelling instructional materials can be found in *FLEXWorks*.

Assessment

Teachers complete three weekly Assessment Guides to assess student performance in The Print Experience. Reproducible versions of the Assessment Guides are available in the *Assessment Resources*, or teachers can input scores directly into the *FLEXWorks* Gradebook.

Assessment Guides for The Print Experience

Interactive Reader Assessment Guide	Assesses students' responses within the Interactive Reader. Includes coverage of the weekly vocabulary work.
Active Participation Assessment Guide	Assesses attentiveness, participation, ability to respond to prompts orally.
Critical Thinking Application Assessment Guide	Assesses performance on the week's CTA and students' skill in applying Digital Experience skills to Print Experience selections.



The Project Experience

COLLABORATIVE LEARNING

Overview

The Project Experience engages students in real-world exploration, analysis, and problem solving while developing 21st century skills. Throughout each three-week writing-centered project, students work independently, as a whole class, and in small-group project teams. They think critically, communicate ideas, and collaborate with their peers.

Each project focuses on opinion, informative, or narrative writing and includes multiple opportunities for individual and team writing. The project is built around a set of Essential Questions. Online research figures prominently; students learn how to evaluate, use, and cite information from websites and print materials. Project teams collaborate to develop written and oral presentations of research findings, each with a technology component.

Elementary System Projects

Project titles are listed below noting content connection, writing mode, and technology focus used to support the presentation. Projects can be chosen in any order.

Project Title	Content Connection	Writing Mode	Technology Focus
Animals in the Classroom	Science	Opinion	Slide Presentation
Voting Day	Social Studies	Opinion	Spreadsheet
Plan a Playground	Science	Opinion	Slide Presentation
Helping Hand	Social Studies	Opinion	Spreadsheet
Down the Drain	Science	Opinion	Slide Presentation
Good Eating	Science	Opinion	Podcast
Formula for Fitness	Science	Informative	Blog
Use It Again	Social Studies	Informative	Podcast
Sky Book	Science	Informative	Wiki
What's the Weather?	Science	Informative	Vodcast
Our Town	Social Studies	Informative	Website
Stay Healthy	Science	Informative	Vodcast
I Am a Rock	Science	Informative	eBook
Eye of the Beholder	Science	Informative	eBook
Inventions	Science	Narrative	Vodcast
Talk It Out	Social Studies	Narrative	Wiki
Service Dogs	Social Studies	Narrative	eBook
Exploration Journal	Social Studies	Narrative	Blog
Location, Location, Location	Social Studies	Narrative	Vodcast
Families on the Move	Social Studies	Narrative	Blog
Moving to Mars	Science	Informative	Slideshow
It's a Mystery	Science	Opinion	Website
New at School	Social Studies	Informative	Desktop Publishing
Capstone	Student Choice	Student Choice	Student Choice

Understanding by Design®

The Project Experience is built on the Understanding by Design framework (Wiggins & McTighe, 2012). Within this framework, teachers focus on teaching and assessing for understanding. The curriculum is designed “backward” based on goals and assessments. Teachers become coaches for understanding, providing regular reviews of curriculum against the standards that enhance curricular quality and effectiveness. There are six facets of understanding for assessment purposes. When students truly understand what they are reading and writing about, they can explain, interpret, apply, change perspective, empathize, and self-assess. These key ideas provide the structure and stimulus for the projects in The Project Experience.

Materials

The Project Experience Materials

- *Teacher Guides* (24)
- ePresentations (available in *FLEXWorks*)
- Pre-Project Lessons (available in *FLEXWorks*)
- Tech Tutor Videos (available in *FLEXWorks*)
- CCSS Literacy eHandbook (available in *FLEXWorks*)

Teacher Guides

These 48-page books include activities for 15 days of each project (20 days for the final Capstone Project). They also include the project’s Understanding by Design® template and a resource section. The resource section includes project information sheets, action plans, writing checklists, Assessment Guides, and research logs. The project guides also contain print copies of supportive writing frames and Foldables® that are available in interactive form on the ePresentations in *FLEXWorks*. Students construct a Project Portfolio Foldable® for each project to collect and store project materials.

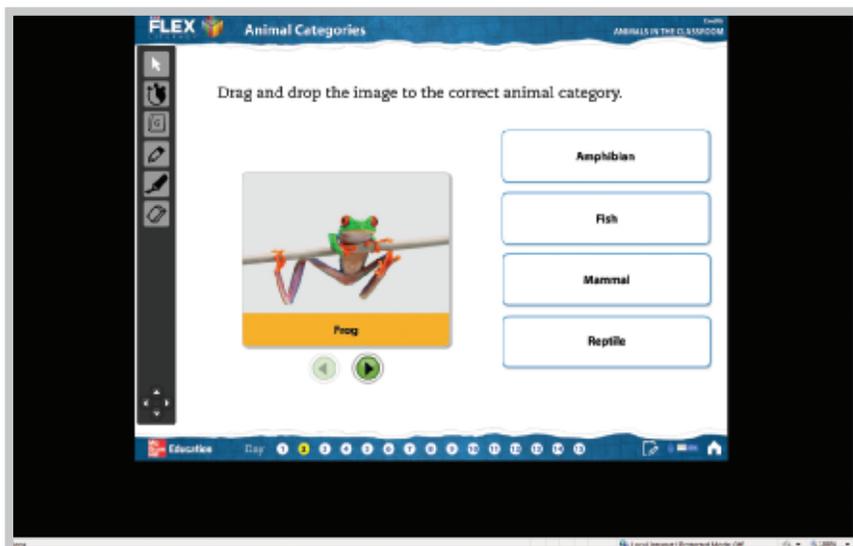
The screenshot displays the 'Exploration Journal' interface. At the top, there are tabs for 'Project Overview' and 'Exploration Journal'. Below these are three main sections: 'NARRATIVE Writing Pages', 'SOCIAL STUDIES Concept Connections', and 'BLOG Discussion Pages'. The main content area is divided into several sections:

- Project Overview:** Students research three rivers traveled by the Lewis and Clark expedition—the Missouri River, the Snake River, and the Columbia River. They use this research to develop a narrative Exploration Blog that describes the plants, animals, people, and geography of each location.
- Essential Questions:** Throughout the project, students consider the project's Essential Questions:
 1. Why is exploring important?
 2. What skills do explorers need?
 3. Why is it important to record and describe experiences?
 4. How do blogs help people share their experiences?
- Research Questions:** Students learn by answering the following research questions to develop their Exploration Blog:
 1. Where did Lewis and Clark reach this river?
 2. What geographic features did they explore along this river?
 3. What plants were discovered along this river?
 4. What animals were observed along this river?
 5. Who were the local people they observed along this river?
 6. What places were named after the Lewis and Clark expedition?
- Academic Vocabulary:** Students learn and apply key academic vocabulary to build background knowledge and understanding of content.
 - discover
 - expedition
 - experience
 - explore
 - frontier
 - geography
 - journey
 - observe
- Individual Outcomes:** Students show evidence of their understanding by:
 - creating a Project Portfolio to collect and store project materials.
 - explaining the events of the Lewis and Clark expedition.
 - using the writing process to complete a narrative blog entry about one of the rivers Lewis and Clark explored.
 - learning and applying key academic vocabulary terms related to exploration.
- Project Team Outcomes:** Project teams demonstrate their understanding by:
 - researching three of the rivers the Lewis and Clark expedition traveled.
 - developing a blog based on research collected.
 - adding visual images to support blog content.
 - presenting an Exploration Blog.
 - posing comments or questions on other teams' blogs.
- Content-Area Outcomes:** By the end of the project students will understand that:
 - Exploring and making discoveries develops people's understanding of the world.
 - People rely on collaboration, cooperation, and communication.
 - A complete description includes supporting details.
 - Discoveries and explorations can be shared with a blog.

ePresentations

ePresentations for The Project Experience are similar to those for The Print Experience in that they are ideal for use with an interactive white board, include the same set of tools, and support instruction. The core content of The Project Experience ePresentations is quite different, though. Where The Print Experience ePresentation includes an interactive reproduction of the Interactive Reader pages, The Project Experience ePresentation includes a variety of resources, activities, and templates specific to each project. Features include

- a short introductory video for each project that engages students in the project topic and helps build background knowledge and project-specific academic vocabulary,
- digital versions of student resources such as Project Information Sheets, Project Action Plans, Writing Frames, Assessment Guides, and Research Organizers,
- practice activities for vocabulary and literacy skills aligned to California CCSS, and
- step-by-step animations for assembling Foldables®.



Pre-Project Lessons

These activities provide instruction and practice with skills that students need to work successfully in The Project Experience. These lessons should be completed with the class prior to starting the first project each year. Each of the lessons provides teacher instruction and student activities. Pre-project lessons are available in *FLEXWorks*.

Sample topics include the following:

- Computer Basics
- Presenting to a Group
- Using Library Resources
- English Language Arts Writing Conventions
- Summarizing

Tech Tutor Videos

Available in *FLEXWorks*, these videos provide an introduction to how various types of technology in The Project Experience are used. Each video is two to three minutes long, and topics include the following:

- Searching the Internet
- Wikis
- Blogs
- Podcasts
- Slideshows
- Vodcasts
- Spreadsheets
- Websites
- Word Processing

CCSS Literacy eHandbook

Additional instructional materials to support grade-level mastery of Common Core State Standards are available in the *CCSS Literacy eHandbook* in *FLEXWorks* Project Experience Resources. Students who need additional support on language conventions can refer to the practice exercises in the *eHandbook*.

Writing Frames The writing frames used in The Project Experience are based on the research in scaffolded writing instruction by Dr. Douglas Fisher (Fisher & Frey, 2007). The writing frames provide organizational elements such as transitions and sentence starters that struggling writers often do not include on their own. Teachers model using the writing frames in the ePresentation, research questions support the content needed to complete the writing frames, and students use the writing frames to develop their own writing. Additionally, the ePresentation Writing Frame for each project in *FLEXWorks* expands with the writing dynamically, so the teacher can model writing in detail while students observe. Because the writing frames provide only a skeleton structure for the writing, instruction can be scaffolded to the skills of each student, and students at all levels can develop their writing pieces using and adapting the frame as appropriate.

Writing Exemplars Teachers can show students the provided Writing Exemplars, also located in *FLEXWorks*, for each project. Exemplars show both a writing sample that is below expectations and one that meets expectations on the Assessment Guides. These exemplars support teacher/student communications about content, style, and writing conventions needed to successfully complete and evaluate writing assignments. Guidance for teachers in using the exemplars with annotations to support instruction is provided in *FLEXWorks*.

Family Letters Family Letters are provided in *FLEXWorks* to communicate with families about The Project Experience. There is one letter for the beginning of the school year introducing the projects to families, and there is another letter detailing each project and telling parents how they can support student learning and success at home. For more Home-to-School connection support, see the Professional Learning Environment in *FLEXWorks*.

The Lesson Plan

Each fifteen-day project follows a familiar and efficient classroom routine sequence: Engage, Prepare, Research, Write, Present, and Reflect and Evaluate.

Engage and Prepare

The first days in each project, engage students by having them watch a brief background video introducing the topic and by allowing them to explore and discuss academic vocabulary and Essential Questions. Students assemble Project Portfolios and discuss what will be expected of them. The teacher presents and models the writing frame. Students are organized into project teams to begin discussing their project action plans.

Research

Students create Foldables® research organizers and research logs to organize research. Project teams conduct their research using both the Internet and print sources. Whole-class and team activities help refine students' research skills by helping students learn to evaluate websites and make sense of text features and details in their research, among other critical 21st Century Skills.

Write

Students work independently to complete their individual writing assignments, and they collaborate with their team to write what will become their group presentation. Activities are organized around the steps of the Writing Process, and instructional mini-lessons are provided to improve student understanding of the Six Traits of Writing.

Steps of the Writing Process

- Prewrite
- Draft
- Revise
- Edit
- Publish

Six Traits of Writing

- Word Choice
- Organization
- Voice
- Sentence Fluency
- Ideas
- Conventions

Present

Project teams complete the publication and presentation of their projects. These presentations incorporate elements of technology. The teacher can adapt presentations to accommodate the technology resources available. Connection activities explicitly teach students speaking and listening skills aligned with the California Common Core State Standards to make students more effective presenters and audience members.

Reflect and Evaluate

Each project ends with activities that have students discuss and evaluate their responses to the project's Essential Questions focusing on how their knowledge and

attitudes about those questions may have changed. They also discuss their collaborative efforts, discussing what went well and what could have been improved. Self-evaluation is a key element of these activities because it enables students to better understand their own strengths and opportunities for growth.

Key Elements of Instruction

Literacy Connection Activities

Most days of instruction within The Project Experience *Teacher Guides* include a Literacy Connection activity. These brief mini-lessons are titled according to their domain (e.g., Reading Connection, Writing Connection, Listening and Speaking Connection, Language Connection), and they provide explicit teaching for skills and concepts that apply to that day in the project. For example, a day within the Research section of a project may include a Reading Connection activity on evaluating the content of a website, or a day within the Write section may include a Writing Connection activity on organizing ideas. These activities are built off and correlated to the California Common Core State Standards.

Writing Frames

To aid struggling readers and writers with their assignments, each Project Experience *Teacher Guide* features one or more Writing Frames. These resources provide students with the key structural language for a piece of writing. Students use these frames as they write, but they will write the entire piece independently, adding the language related to the specific content of their project. Most projects include one writing frame for shorter individual writing and another for a team-based writing project. Exemplars of each project's writing frames are provided in *FLEXWorks*, along with Assessment Guides (rubrics) for assessment.

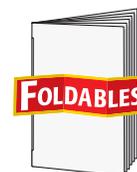
The image shows two examples of writing frames. The top one is titled "Writing Frames" and "Personal Finance Guide". It has four sections: "Thinking" (I think my biggest concern about Finance is _____), "Feeling" (I think my biggest worry about Finance is _____), "Acting" (I acted _____ for my personal finance. I will be able to _____ in order to accomplish this. I will need to _____), and "Learning" (I have learned to get support on how to _____). The bottom one is titled "Team" and has four sections: "Thinking" (Thinking: I agree with _____ because _____), "Feeling" (Feeling: I agree with _____ because _____), "Acting" (Acting: I agree with _____ because _____), and "Learning" (Learning: I agree with _____ because _____). Both forms have lines for student input.

English Learner Tips

English Learner tips on the daily lesson pages provide point-of-use support for English Learners' success in The Project Experience. Tips are designed to provide additional strategies and instruction for students. Additional English Learner strategies are available in *Differentiated Instruction Resources*.

Foldables®

Developed by program author Dinah Zike, Foldables® are three-dimensional graphic organizers that support students learning to follow simple multi-step instructions and that make information both visual and kinesthetic. Foldables® offer students strategies for



comprehending and interacting with informational text. Students create Foldables® to gather research, organize academic vocabulary terms, and showcase their work, providing an overview of their academic achievement in a Project Portfolio. Students learn about the variety of Foldables® in the Pre-Project Lessons. The ePresentation provides animations for creating the Foldables®. Students organize and retain all Project Portfolios to review and synthesize during the Capstone Project’s end of year assessment.

Assessment

As in The Print Experience, teachers complete a set of Assessment Guides (rubrics) to assess students’ performance in The Project Experience. These Assessment Guides address collaboration with project team members, the writing project, and the presentation. Students are assessed on collaboration at the end of each week; other assessments occur only at the end of the project. Reproducible versions of the Assessment Guides are available in *Assessment Resources* and in *FLEXWorks*, or teachers can input scores directly into the *FLEXWorks* Gradebook.

Assessment Guides for The Project Experience

Collaboration Assessment Guide	This guide assesses how well each Project Team member contributes to the work and how successfully the team members interact with each other. Used three times per project—after Days 5, 10, and 15.
Writing Assessment Guide	There are three Assessment Guides for writing, one for each writing mode (opinion, narrative, and informative writing). These assess the content and quality of the project’s main writing assignment. This is used at the end of the project.
Presentation Assessment Guide	This guide assesses the content and quality of the Project Team’s presentation, including the use of technology. This is used at the end of the project.
Project Portfolio Assessment Guide	This guide assesses the content and quality of the student’s work contained in the Project Portfolio. This is aligned with the items listed on the student Action Plan and is used at the end of the project.

Capstone Project

Each three-week lesson in the Project Experience is a step toward the Capstone Project, a four-week assignment marking completion of the course and proficiency of the skills it’s intended to develop. For their final projects, students will have the option of working independently, with a partner, or with a team as they choose a topic, research it, and compose a presentation in a medium of their choice that may be shared with an audience.

The Capstone is intended to help students demonstrate the skills they have acquired or enhanced in The Project Experience, specifically the ability

- to think critically,
- to make short- and long-term plans,
- to choose and implement writing modes effectively,
- to set realistic goals,
- to understand and synthesize information,
- to assess resources, and
- to create and present using appropriate media.

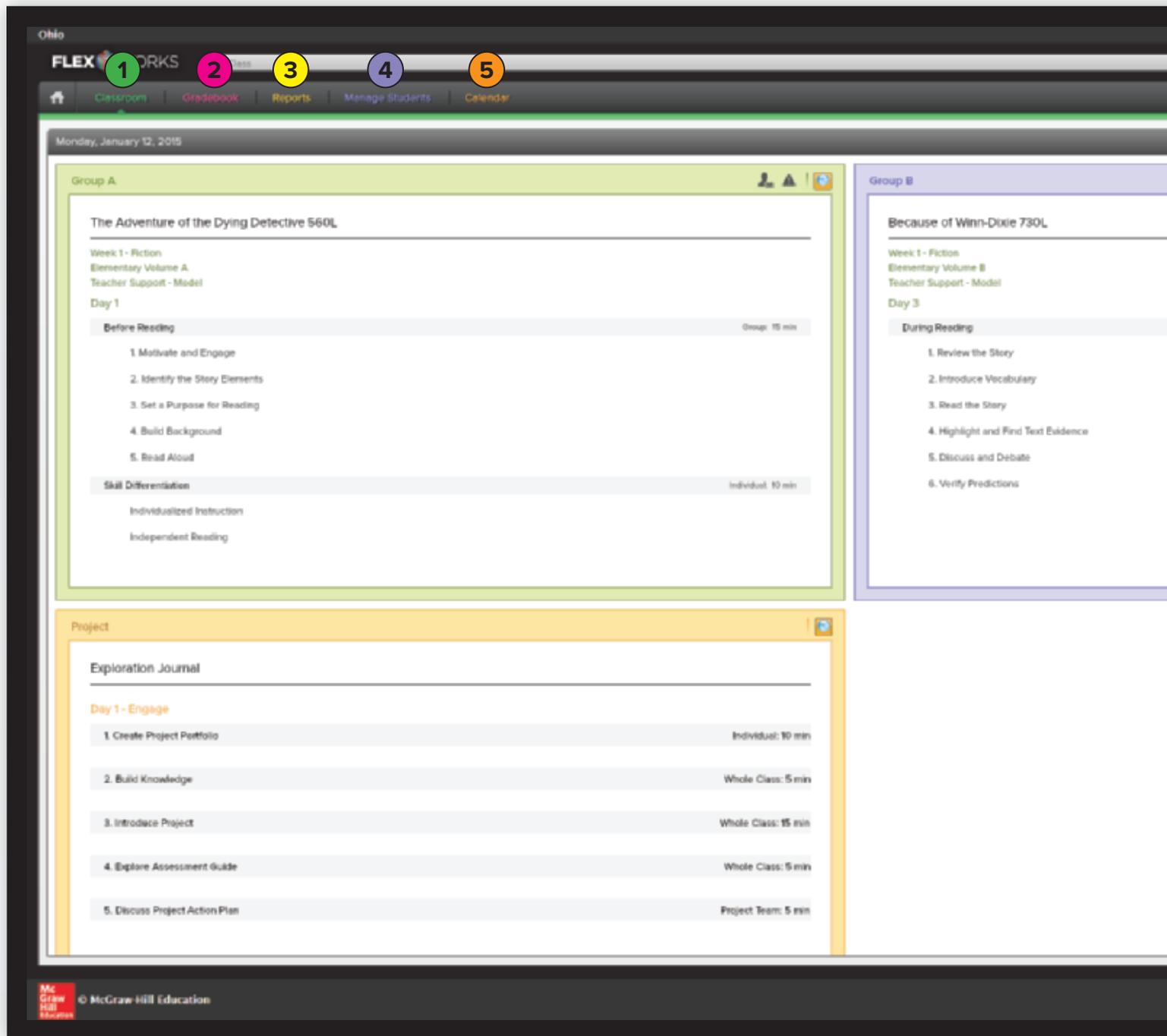
Students must be proficient in these areas to succeed in their Capstone projects, so instructors should actively discuss them as a touchstone in each lesson plan. By making it concrete for students what they gain from projects and, more importantly, why this knowledge matters, instructors can reinforce lessons.

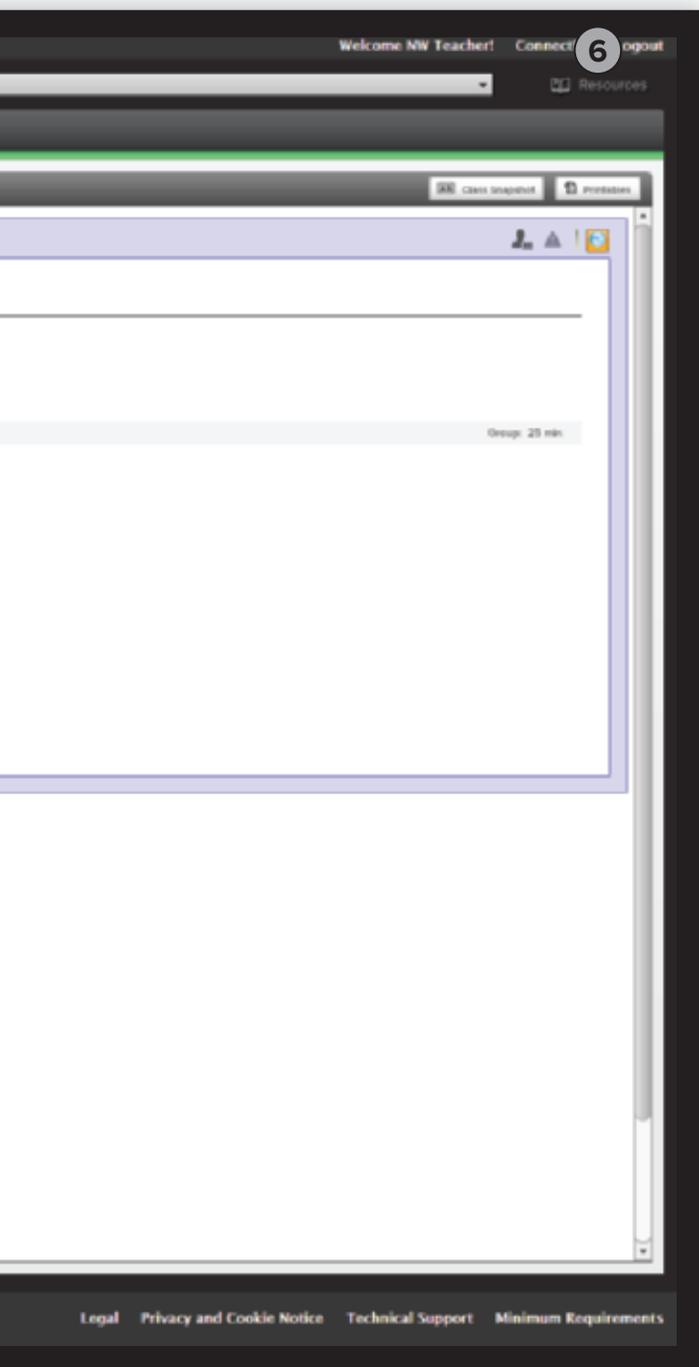
With these values and desired outcomes in mind, consider the following tips to prepare your students for the Capstone:

- Introduce the Capstone early in the year to encourage thought about topics.
- Familiarize yourself with the timeline, assessment criteria, and other Capstone materials, which can be found in *FLEXWorks*.
- Help students create a year-long organizer in the first weeks of instruction, and have them keep all project materials in this organizer. Instructions for creating the organizer can be found in the Foldables® Pre-Project Lesson Plan.
- Have students document their interests about each project on the back of their Project Portfolios. Doing so will give them potential topics to mine for the Capstone. This writing activity occurs on the last day of each project.
- Research the role of Capstone projects in education so that you can discuss their pedagogical importance with the class and with families.
- Dedicate regularly scheduled class discussions of how working on projects prepares students for the Capstone.
- Draw connections between acquired skills and their practical applications (e.g., how research skills can help them decide what new cell phone or computer to purchase, or how they can create a website to communicate with others on a community issue or personal interest).

FLEXWorks Online Teacher Tool

FLEXWorks Teacher Tools support the instruction and management of classes in *SRA FLEX Literacy*[™]. Information is listed in five tabs: Classroom, Gradebook, Reports, Manage Students, and Calendar. Additional information and downloads are available in Resources. The following pages outline the information available in these sections, while the sections beginning on page 56 show teachers how to use them.





1 Classroom

The Classroom tab provides learning objectives for the class day, as well as just-in-time reporting and printables to assist the teacher in organizing daily instruction.

2 Gradebook

The Gradebook tab provides teachers with the ability to enter grades for all of the gradable items in The Digital Experience that are not graded automatically by the system. Teachers also input Assessment Guide grades for The Print Experience and The Project Experience.

3 Reports

The Reports tab provides teachers with the ability to view student and class performance, growth, and progress in all areas of the program.

4 Manage Students

The Manage Students tab provides teachers with access to the curriculum assignments for the current calendar day for each of The Print Experience groups and The Project Experience.

5 Calendar

The Calendar tab provides teachers with access to a “month view” of the curriculum assignments for each of The Print Experience groups and The Project Experience.

6 Resources

The Resource section contains many of the materials used in the program. Versions of these resources accessed within the *Resources* are generic and can be viewed at any time. There are four tabs of resources:

- General Resources (correlations, scopes and sequences, and user support)
- Digital Experience (mastery checks, individualized instruction, and fluency passages)
- Print Experience (ePresentations, CTAs, and Tradebook Library resources)
- Project Experience (ePresentations, Pre-Project Lessons, and Tech Tutor videos)

Reports

Within the Reports tab teachers can view

- student performance on all California Common Core State Standards for which he or she has received scores,
- student performance on all The Digital Experience skills for which he or she has received scores,
- the pace at which a student is moving through activities within The Digital Experience,
- student performance and growth on all Fluency activities within The Digital Experience,
- student Lexile® measure growth,
- student and class performance on The Print Experience lessons,
- student and class performance on The Project Experience lessons, and
- a student's overall performance in *SRA FLEX Literacy™*.

Additionally, *FLEXWorks* offers several district reports that allow teachers and administrators to view performance data by grade, by school, and by teacher. Within *FLEXWorks*, the user can compare

- students' average Lexile® measure growth over time by grade, school, and teacher,
- students' average fluency growth over time by grade and school, and
- students' average performance against California Common Core State Standards by grade, school, and teacher.

Resources

The *FLEXWorks* Resources contain many of the materials used in the program. Some of these resources can also be accessed through the other tabs in *FLEXWorks*, and when they are, the version presented is associated with a specific class and/or student and with regard to a specific action within the program. When applicable, they will be presented with the specific student's name to ease organization and implementation. Versions of these resources accessed within the Resources are generic and can be viewed at any time. *FLEXWorks* Resources include

- Mastery Checks for Bands A and B of The Digital Experience,
- Individualized Instruction lessons for The Digital Experience,
- ePresentations for The Print Experience,
- Assessment Guides for The Print Experience,
- Critical Thinking Applications,
- ePresentations for The Project Experience,
- Assessment Guides for The Project Experience,
- Pre-project Lessons for The Project Experience,
- Tech Tutor videos for The Project Experience,
- Weekly Spelling Instruction,
- Alphabetic Order and Naming Instruction,
- Letter Formation Instruction,
- Student Writing Exemplars, and
- Family Letters.

