

USER'S GUIDE

Welcome to the online resources for **SRA Read to Achieve!** These digital assets supplement the *Teacher's Editions*, giving teachers additional ways to present and teach to mastery the skills and content students need to be successful learners.

When you enter **SRA Read to Achieve** in ConnectED, you will see the Introduction Screen:



Choose the **Resource Library** button to access all the materials for both courses of **Read to Achieve**: *Comprehending Content-Area Text* and *Comprehending Narrative Text*. From the list on the left, you can select digital versions of the program teacher materials--*Teacher's Editions*, *Assessment Masters*, and *Professional Development Guides*—and you can access the Teaching Tutor videos and the interactive ePresentations:



TEACHER'S EDITIONS

Teacher's Editions eBooks allow teachers to plan, prepare, and present lessons:

Read to Achieve Teacher's Edition
Comprehending Narrative Text

Table of Contents

Unit 13 • Lesson 1

Reading Skills and Strategies

- Review story structure, PQCS strategy, reciprocal teaching, and Strategy Bookmark.

Fluency Strategies

Activity: Cold Timing

- Direct students to **Workbook** page 2 as needed. Show **Transparency 5: Fluency Sample (T5)** as needed.

ROUTINE - Conducting Cold Timing

- Assign student partners. Reproduce **Unit 12 Fluency Assessment Masters** page 36. Provide blue pens.
- Have students complete both partner reads. Time student pairs for one minute each. Monitor students. Guide as needed.
- Have students calculate CWRM. Monitor students. Guide as needed. Provide calculators as needed.
- Direct students to **Workbook** page 115 to complete the Fluency Chart. Show **Transparency 6: Fluency Chart (T6)** as needed.

Vocabulary and Comprehension Strategies

Activity: Strategy Bookmark, Reciprocal Teaching

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (review story structure, PQCS strategy, reciprocal teaching, and Strategy Bookmarks).

Unit 13 • Lesson 2

Reading Skills and Strategies

- Review story structure, PQCS strategy, reciprocal teaching, and Strategy Bookmark.

Vocabulary and Comprehension Strategies

Activity: Strategy Bookmark, Reciprocal Teaching

ROUTINE - Using Strategy Bookmark, Reciprocal Teaching

- Show **Transparency 13: Reciprocal-Teaching Chart (T13)** as needed. Direct students to **Workbook** page 105.
- Provide sticky notes to each group's Discussion Leader/Passage Selector. Direct students to **Match** pages 150–160 eighteenth excerpts, reviewing their Strategy Bookmark.
- Direct group members to complete all required responsibilities. Allow up to twenty minutes for students to read the excerpt silently. Monitor students. Guide as needed.
- Collect Role Cards and markers, and direct students to place the Strategy Bookmark on page 161 of **Match**.

Fluency Strategies

Activity: Mental Imagery

- Direct students to **Workbook** page 106.

ROUTINE - Using Strategy Bookmark, Reciprocal Teaching

- Have students read the passage silently and use mental imagery. Have students illustrate in their **Workbook** what they thought about. Monitor students. Guide as needed.
- Ask students to share what they illustrated.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (review story structure, PQCS strategy, reciprocal teaching, and Strategy Bookmarks).

The Teacher's Editions eBooks include reproductions of student books and other program materials for easy reference. All program eBooks include a Table of Contents for easy access to all content:

Read to Achieve Teacher's Edition
Comprehending Content-Area Text

Table of Contents

Unit 3 Context Clues

Resource Planner

Lesson 1
Lesson 2
Lesson 3
Lesson 4
Lesson 5

Unit 3 • Lesson 3

Reading Skills and Strategies

- Identify text structure.
- Use word-learning strategies.

Comprehension Strategies

Activity: Text Connections

- Direct students to **Content Reader** page 1. On what page will you find **Unit 3, Lesson 3**? Direct to page 38.
- Direct students to **Workbook** page 33. Show **Transparency 1: Text-Connections Chart (T1)**.

ROUTINE - Making Text Connections

- Assign student partners. Ask students to discuss and to answer questions 1–5.
- Ask students what they wrote. Write on T1.
 - Question 1: *The Rise of Democracy*
 - Question 2: *To learn more about the rise of democracy*
 - Question 3: *Accept reasonable responses.*

Text Structure

- Direct students to **Content Reader** page 38. Read **Unit 3, Lesson 3**, to yourself. Allow three minutes.
- Show **Transparency 5: Text-Structure Overview (T5)**.
- Read each structure. Have students read aloud each structure. Review.
- Direct students to **Content Reader** page 39. Demory *Today*. Read this paragraph to yourself. Allow one minute.

Content Reader

Unit 3

Lesson 3

The Rise of Democracy

The world's first democracy developed in Athens, a city-state in ancient Greece. Democracy is a type of government in which citizens elect their representatives.

Rise by Aristocrats

Athenians did not start out as a democracy. Early Athens was controlled by a few wealthy aristocrats who made the laws. Over time, the aristocrats lost power, and the people began to take control. The aristocrats were replaced by a group of citizens.

Democratic Rule

In 508 B.C., the aristocrats were replaced by a group of citizens. This group of citizens was called the Assembly. The Assembly made the laws and decided on important issues. The Assembly was the first democratic government in the world.

ROUTINE - Identifying Text Structure: Compare-and-Contrast

- Model think-aloud for TS.
- Think Aloud: Athens and the United States had different democracies. Compare-and-Contrast tells how things are the same and different, so that fits. It's double-check the others. Description-or-List Involves a main idea and details but doesn't compare. Order-or-Sequence tells how things are arranged, but that doesn't fit. Cause-and-Effect tells how one thing makes something else happen, but that doesn't fit. Compare-and-Contrast fits best.
- Direct students to **Workbook** page 34. Show **Transparency 10: Compare-and-Contrast Chart (T10)**. Have students copy everything you write as you model think-aloud for T10.
 - Think Aloud: I'll write Athens on this line [top left line] and United States on this line [top right line]. I'll write Both had or have democracy under "Same." I'll write Direct democracy under "Different" column under Athens, and I'll write Representative democracy under

ASSESSMENT MASTERS

Assessment Masters contain the unit assessments and fluency passages for each course, answer keys, and other helpful material. All program eBooks allow teachers to highlight and add notes in preparation for lessons:

Read to Achieve Assessment Masters
Comprehending Narrative Text

Unit 3 Fluency Name: _____ Date: _____

Check box: Cold Timing Hot Timing

Antarctica: Earth's Nature Park

The continent of Antarctica is found at Earth's South Pole. Antarctica is large and covered with snow and ice. No native people live on Antarctica, and the continent has no government. Instead, Antarctica belongs to the entire world and is shared by all countries.

Although Antarctica is covered with snow and ice, the land includes mountains, and many lakes exist under the ice. Some of the animals that live in, or surprise you to learn that Antarctica has very little rain, and the definition of "receive much rain." Most of the water in Antarctica is frozen.

In 1959, the countries of the world signed the Antarctic Treaty. This treaty prevents any country from claiming the continent and also protects Antarctica's environment for animals or other materials. Items from all over the world to study Antarctica are not allowed.

People who visit or work in Antarctica are called tourists. Until the Antarctic Treaty was signed, tourists and whalers in Antarctica were hunted until they almost became extinct. In addition, hunters and fishermen who visited Antarctica left trash and pollution.

Many scientists who live and work in Antarctica stay in small base camps. These scientists are careful not to disturb the environment. Trash and waste are taken away or treated to minimize harm to the environment.

Most of the people who visit Antarctica are tourists who arrive on cruise ships. These tourists want to see the beautiful scenery and animals that live on the continent. The passengers and staff aboard the tour ships are careful not to harm the land and animals while visiting.

Word	Count
Antarctica	4
continent	17
found	31
South Pole	43
large	46
covered	59
snow	71
ice	86
no	99
government	117
belongs	128
to	142
the	153
entire	166
world	177
and	185
is	198
shared	210
by	221
all	228
countries	241
mountains	254
and	264
many	277
lakes	291
exist	305
under	311

Total Words Read: _____
Total Errors: _____
Correct Words per Minute (CPM): _____

6 Unit 3 + Fluency

PROFESSIONAL DEVELOPMENT GUIDES

Professional Development Guide for each course provides information on program materials, the instructional sequence, and teaching techniques as well as sample lessons and the Placement Test for the course. All program eBooks are searchable, using the search function at top right.

Read to Achieve Professional Development Guide
Comprehending Narrative Text

Search: corrections

Results 1-10 of 31

Group and Individual Response

Some routines require group responses and some require individual responses. As below, group responses are noted in pink text (e.g., *Discuss*), and individual responses are noted in blue text (e.g., *Write*). For individual responses that don't require exact wording, you'll again see pink text following the *Discuss* (e.g., *Discuss: Father, mother, doctor*) which indicates a suggested response.

ROUTINE - Decoding Multipart Words

a. Read the decoding-multipart-words strategy to students.

- Step 1: Underline all the vowel sounds.
- Step 2: Make a slash between the word parts so each part has one vowel sound.
- Step 3: Go back to the beginning of the word, and read the parts in order.
- Step 4: Read the whole word.

1. Review vowel sounds. Write out, *ant*, and *ice* on the board.

2. Underline the vowel sound in each word.

3. *ant, ice, ant*

4. Now I'll use the decoding-multipart-words strategy to decode observations.

Model think-aloud.

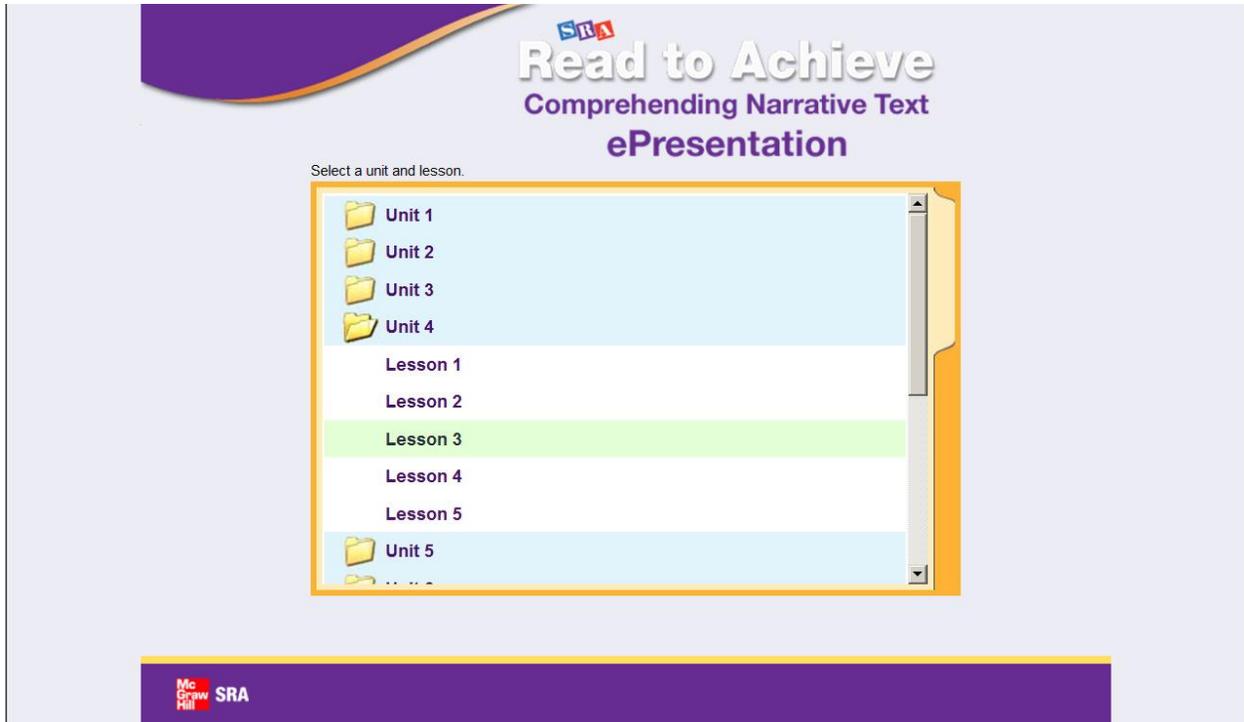
Think Aloud: I'll write observations. First, I'll underline all the vowel sounds. I can underline the vowel sounds like this: *o*bs~~er~~*va*tions. Second, I'll make a slash between the word parts so each part has one vowel sound. I can separate observations into these parts: *o*bs/*er*/*va*tions. It doesn't matter how I separate the word as long as each word part has one vowel sound. Third, I'll go back to the beginning of the word and read the parts in order: observations. Fourth, I'll read the whole word: observations.

independence, particularly during the unit preceding weekly review; few, if any, mistakes should occur. As skills and strategies are reviewed over time to ensure skill maintenance and generalization, you rarely should see student mistakes.

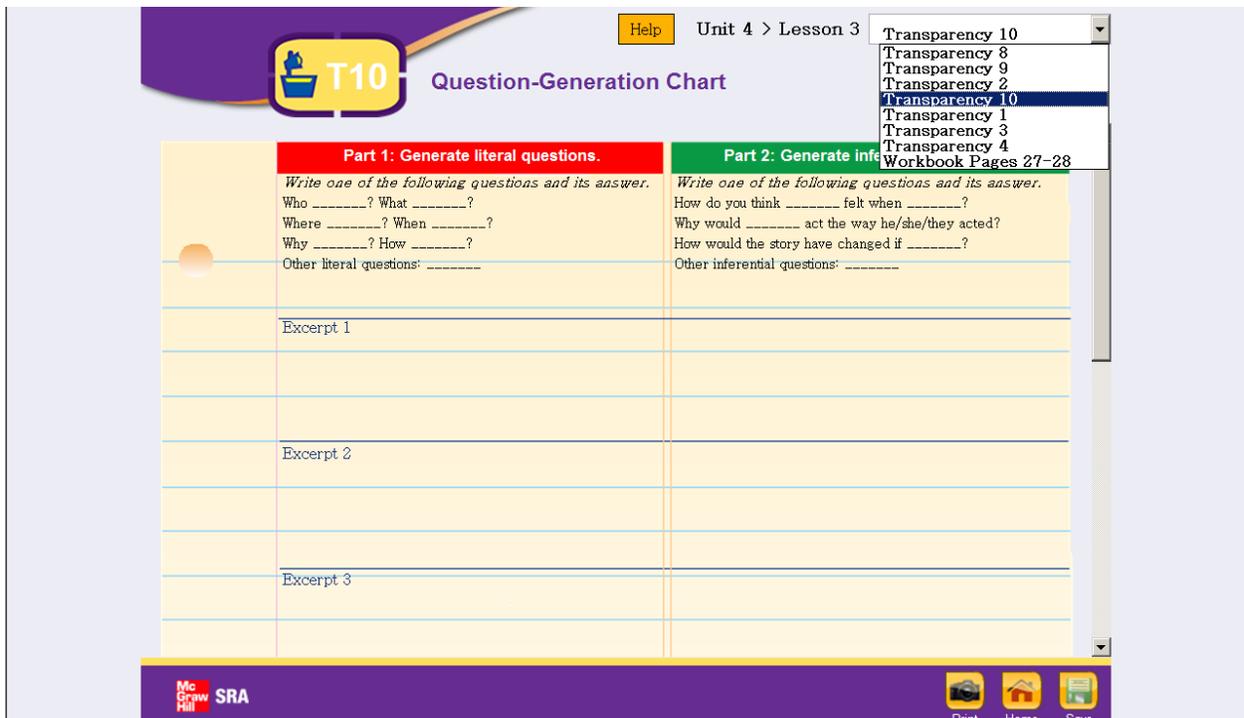
Most mistakes can be corrected using the "I Do, You Do" error-correction procedure (on page 34). When you hear a mistake during a group response, do not draw attention to a particular student but rather correct the entire group. Remain as positive as possible. Don't lead the students to the correct answer, because this takes a great deal of time, could result in further errors, and does not ensure

ePRESENTATIONS

To use the ePresentation tool, select the appropriate unit and lesson from the dropdown menu:



Clicking a lesson will load all the materials needed for that lesson. At the top right of the screen is a dropdown menu of materials to select from.



All the program transparencies are included in the ePresentation. The teacher can display and write on the interactive transparencies as students work through an activity in their *Workbooks*. Transparencies can be saved and printed as needed.

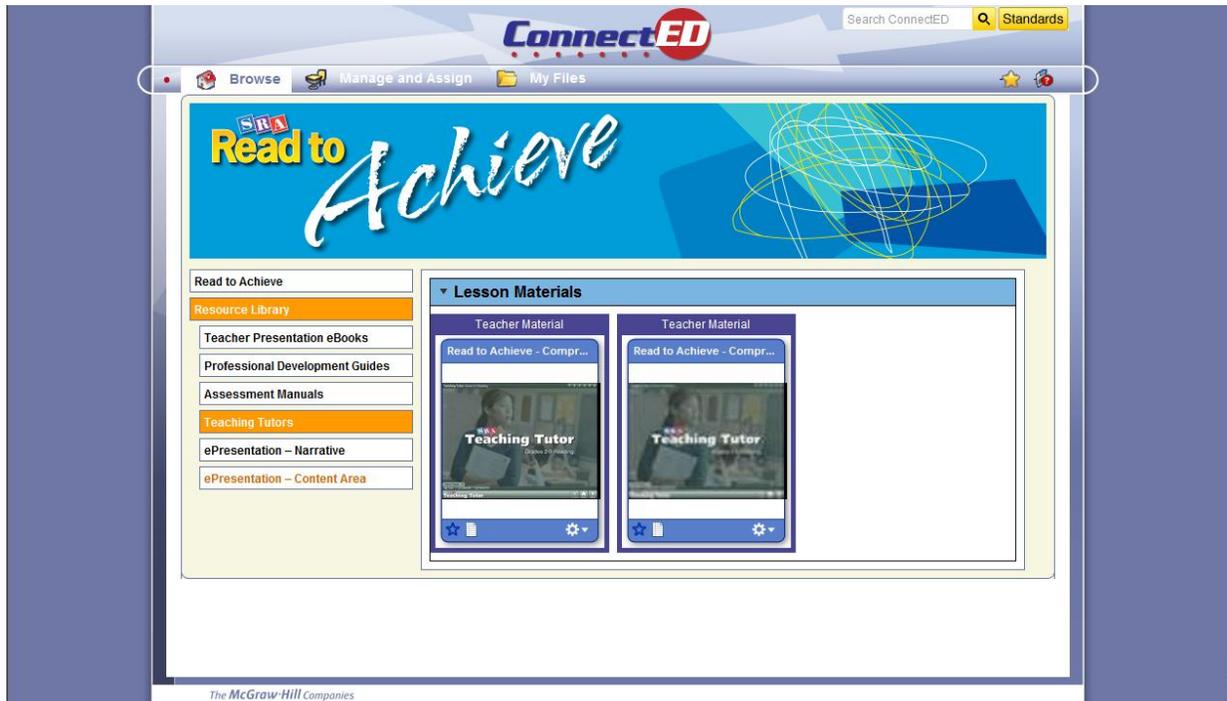
The screenshot shows a software interface for a transparency. At the top right, there is a 'Help' button, the text 'Unit 5 > Lesson 3', and a dropdown menu showing 'Transparency 8'. On the left, there is a yellow icon with a blue beaker and the text 'T8'. The main title is 'Order-or-Sequence Chart'. The content area consists of three rectangular boxes stacked vertically, connected by red downward-pointing arrows. The first box contains the text 'Chlorophyll helps the algae absorb sunlight.' The second box contains 'The algae use the sun's energy to make their own food.' The third box is empty. A vertical scrollbar is on the right side.

Other parts of the ePresentation are available as reference tools:

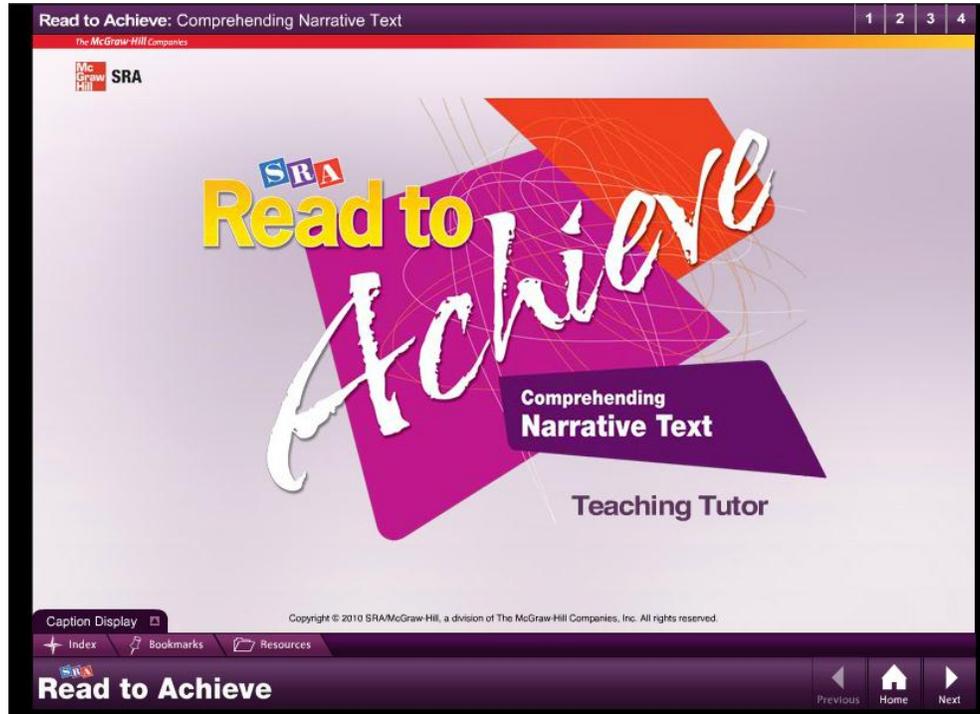
The screenshot shows a software interface for a transparency. At the top right, there is a 'Help' button, the text 'Unit 6 > Lesson 1', and a dropdown menu showing 'Transparency 8'. On the left, there is a yellow icon with a blue beaker and the text 'T8'. The main title is 'PQCS Strategy'. The content area is a large box with a blue border, divided into sections. The first section is titled 'Prediction' and contains three parts: 'Part 1: Before you read the book:' with steps 1-4; 'Part 2: Before and after you read each excerpt:' with steps 1-3; and 'Part 3: After you read the book:' with step 1. The second section is titled 'Question Generation' and contains two parts: 'Part 1: Generate literal questions.' with a prompt for other literal questions; and 'Part 2: Generate inferential questions.' with a prompt for inferential questions. At the bottom left, there is a logo for 'McGraw Hill SRA'. At the bottom right, there are three icons labeled 'Print', 'Home', and 'Save'. A vertical scrollbar is on the right side.

TEACHING TUTORS

The **Read to Achieve Teaching Tutors** are professional development tools. The *Teaching Tutor* for each course is found under the Resource Library bar. Information is presented on a series of slides organized by topic. Videos attached to many of the topics provide authentic examples of real classroom instruction by trained teachers. Click the course icon to open the appropriate *Tutor*:



The screenshot shows the ConnectED website interface. At the top, there is a search bar for "Search ConnectED" and a "Standards" button. Below the navigation bar, the "Read to Achieve" logo is prominently displayed. A sidebar on the left lists various resource categories: "Resource Library", "Teacher Presentation eBooks", "Professional Development Guides", "Assessment Manuals", "Teaching Tutors" (highlighted in orange), "ePresentation - Narrative", and "ePresentation - Content Area". The main content area is titled "Lesson Materials" and contains two video thumbnails for "Read to Achieve - Compr..." under the "Teacher Material" category. The bottom of the page features the text "The McGraw-Hill Companies".



The screenshot displays the "Read to Achieve: Comprehending Narrative Text" Teaching Tutor interface. The title bar at the top indicates the current slide is 1 of 4. The main content area features the "SRA Read to Achieve" logo and the text "Comprehending Narrative Text" and "Teaching Tutor". The bottom of the interface includes a navigation bar with "Caption Display", "Index", "Bookmarks", and "Resources" options, along with "Previous", "Home", and "Next" navigation buttons. The footer contains the text "Read to Achieve" and "Copyright © 2010 SRA/McGraw-Hill, a division of The McGraw-Hill Companies, Inc. All rights reserved."

By clicking the topic in the index, you can easily locate the appropriate section of the *Tutor*.

Read to Achieve: Comprehending Narrative Text

1 2 3 4

Pacing



Pacing ensures

- increased student involvement.
- higher achievement.
- improved classroom behavior.

Caption Display

Index Bookmarks Resources

1 2 3 4 5

Read to Achieve

Previous Home Next

You can bookmark sections of the *Tutor* for easy reference later.

Read to Achieve: Comprehending Narrative Text

1 2 3 4

Pacing

Bookmarks

Close

Teaching Strategies
Chapter: 1, Module: 5, Screen: 6

Go to Your Last Stopping Point

Location	Title
Chapter 1, Module 5, Screen 61	Teaching Strategies

Caption + ADD

Read to Achieve

Previous Home Next

The **Resources** link at the bottom left of the *Teaching Tutor* screen takes you to a listing of all videos for the program. This video index can be searched by chapter or topic.

Read to Achieve: Comprehending Narrative Text

Chapter 2: Vocabulary and Comprehension Strategies

Resources *Click on the resource to view more options* Close

Select a video and click "Launch Item" to open it. Or, select a video and click "Go to Page" to view the video in context.

Sort by Chapter Sort by Title

Location	Title
Chapter 2, Module 5, Screen 1	Unit 4, Lesson 1: PQCS Strategy: Question Generation (Strong Teacher Support)
Chapter 2, Module 6, Screen 1	Unit 2, Lesson 2: Story Structure: Main Character (Moderate Teacher Support)
Chapter 2, Module 7, Screen 1	Unit 13, Lesson 4: Strategy Bookmark, Reciprocal Teaching (Student Independence)
Chapter 3, Module 5, Screen 1	Unit 5, Lesson 1: Cold Timing (Student Independence)
Chapter 3, Module 6, Screen 1	Unit 15, Lesson 5: Hot Timing with Self-Reflection (Student Independence)

Video PDF About Training Materials Launch Item Go to Page

Read to Achieve Previous Home Next

Selected slides contain links to PDFs:

Read to Achieve: Comprehending Narrative Text

Module 3: Reciprocal Teaching

Reciprocal teaching is a discussion technique that helps students read and understand fiction and nonfiction text.

Transparency 15 VIEW PDF

Transparency 16 VIEW PDF

Role Card (Assessment Masters) VIEW PDF

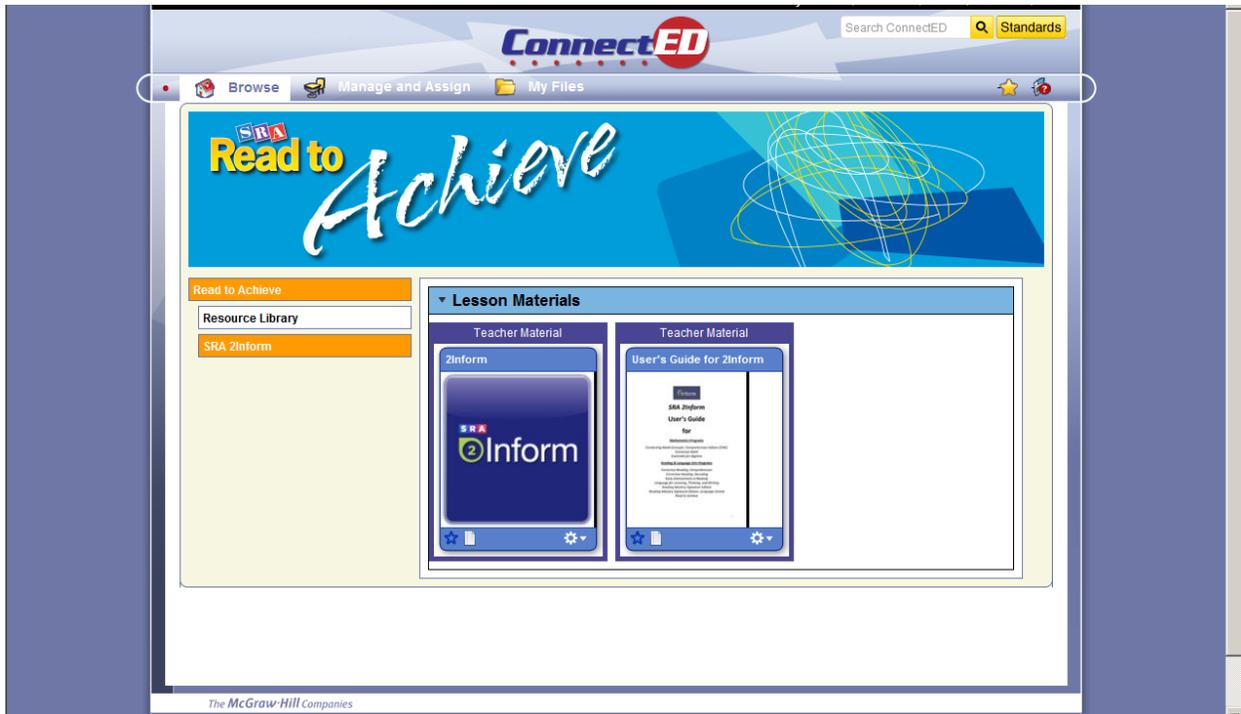
Caption Display

Index Bookmarks Resources 1 2 3 4 5 6 7 8

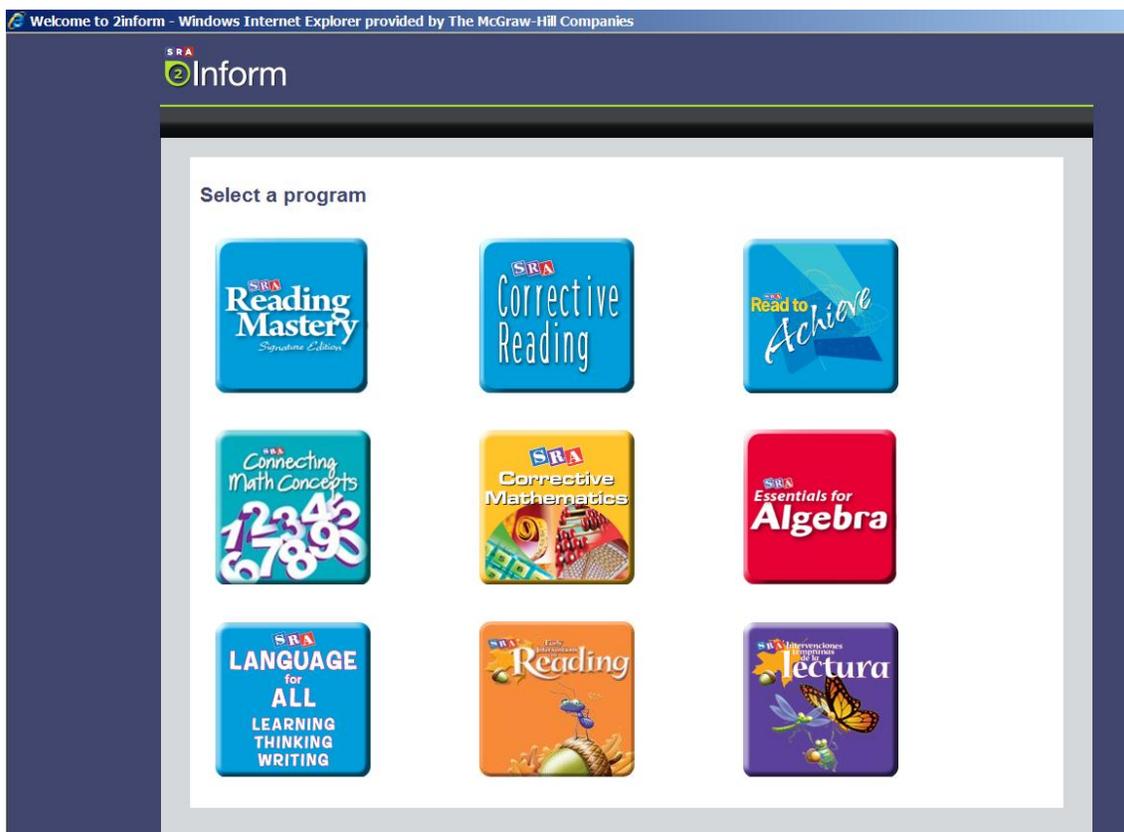
Read to Achieve Previous Home Next

SRA 2Inform

You can access the progress monitoring tool **SRA 2Inform** from the Introduction Page.



The **SRA 2Inform** application will open in a separate window. From this screen, select the program for which you wish to enter or review data.



Use **SRA 2Inform** to track student results on Unit Tests and Fluency Checks.

Read to Achieve | Data Entry | Reports | Students and Groups | Mary Elsele

Group: **Eisele - Content Area** | Course: Content Area

Unit Tests | Fluency Checks | Daily Lessons

	Unit Test 2	Unit Test 3	Unit Test 4	Unit Test 5	Unit Test 6	Unit Test 7	Unit Test 8	Unit Test 9	Unit Test 10	Unit Test 11	Unit Test 12	Unit Test 13	Unit Test 14	Unit Test 15	Unit Test 16	Unit Test 17
Bowen, Mike	●	●														
Carlson, Marcus	●	●														
Douglas, Perry	●	●														
Ford, Hazel	●	●														
Lawrence, Donna	●	●														

Click on a cell to enter data for a student and test.
 ● Passed on first attempt ● Passed on subsequent attempt ● Failed (no attempts remaining) ● Failed (may attempt failed parts again) ○ Incomplete

McGraw Hill Education | A DIRECT INSTRUCTION PROGRAM

SRA 2Inform can also generate a variety of program-specific reports.

Read to Achieve | Data Entry | Reports | Students and Groups | Mary Elsele

Group and Student Reports | Placement Tests

Group: **Eisele - Content Area** | Course: Content Area

Group Summary
 Unit Tests: Group Pass/Fail by Part
 Unit Tests: Group Summary
 Unit Test Trends
 Unit Test Remedies
 Group Fluency Progress
 Daily Lesson Progress
 Individual Reports

Print Currently Open Tests | Print All ?

Unit Test 2

Unit Test 3

	Part 1	Part 2	Part 3
Bowen, Mike	NP	P	P
Carlson, Marcus	P	P	P
Douglas, Perry	NP	P	P
Ford, Hazel	P	P	P
Lawrence, Donna	P	NP	P

Group remedy needed: Yes No No

Group remedy needed where number of failed parts is 25% or greater

Unit Test 4
 Unit Test 5
 Unit Test 6
 Unit Test 7
 Unit Test 8
 Unit Test 9
 Unit Test 10
 Unit Test 11
 Unit Test 12

McGraw Hill Education | A DIRECT INSTRUCTION PROGRAM

GENERAL ConnectED INFORMATION



Note: For more general information about ConnectED, including assistance on how to use various features, choose the appropriate link at the bottom of the Introduction Screen.