

USER'S GUIDE

Welcome to the online resources for ***SRA Early Interventions in Reading 2012!*** These digital assets supplement the print Teacher's Editions, giving teachers additional ways to present and teach to mastery the skills and content your students need to be successful readers.

GETTING STARTED	Page 2
RESOURCE LIBRARY	Page 6
GROUP BUILDER	Page 8
RECORDS	Page 9
Lesson Mastery Sheets	Page 9
Group Summary Record	Page 10
BOARD DISPLAYS	Page 11
CARD ACTIVITIES	
Letter-Sound Cards	Page 14
Tricky Word Cards	Page 15
INTERACTIVE DISPLAYS	
Beat the Teacher Game	Page 16
What Word Now?	Page 17
Silent e Rule Word List/Long Vowel Word List	Page 18
Mystery Word Game	Page 19
Adding Endings /Word Building	Page 20
Story Grammar /Story Sequence/Main Events	Page 21
What I Know/ What I Learned Charts	Page 23
Content Webs	Page 24
TEACHING TUTOR	Page 25
BUILDING BACKGROUND VIDEOS	Page 29
SRA 2Inform	Page 31

GETTING STARTED

When you enter **SRA Early Interventions in Reading** in ConnectED, you will see the Introduction Screen (Figure 1) on the Browse tab.

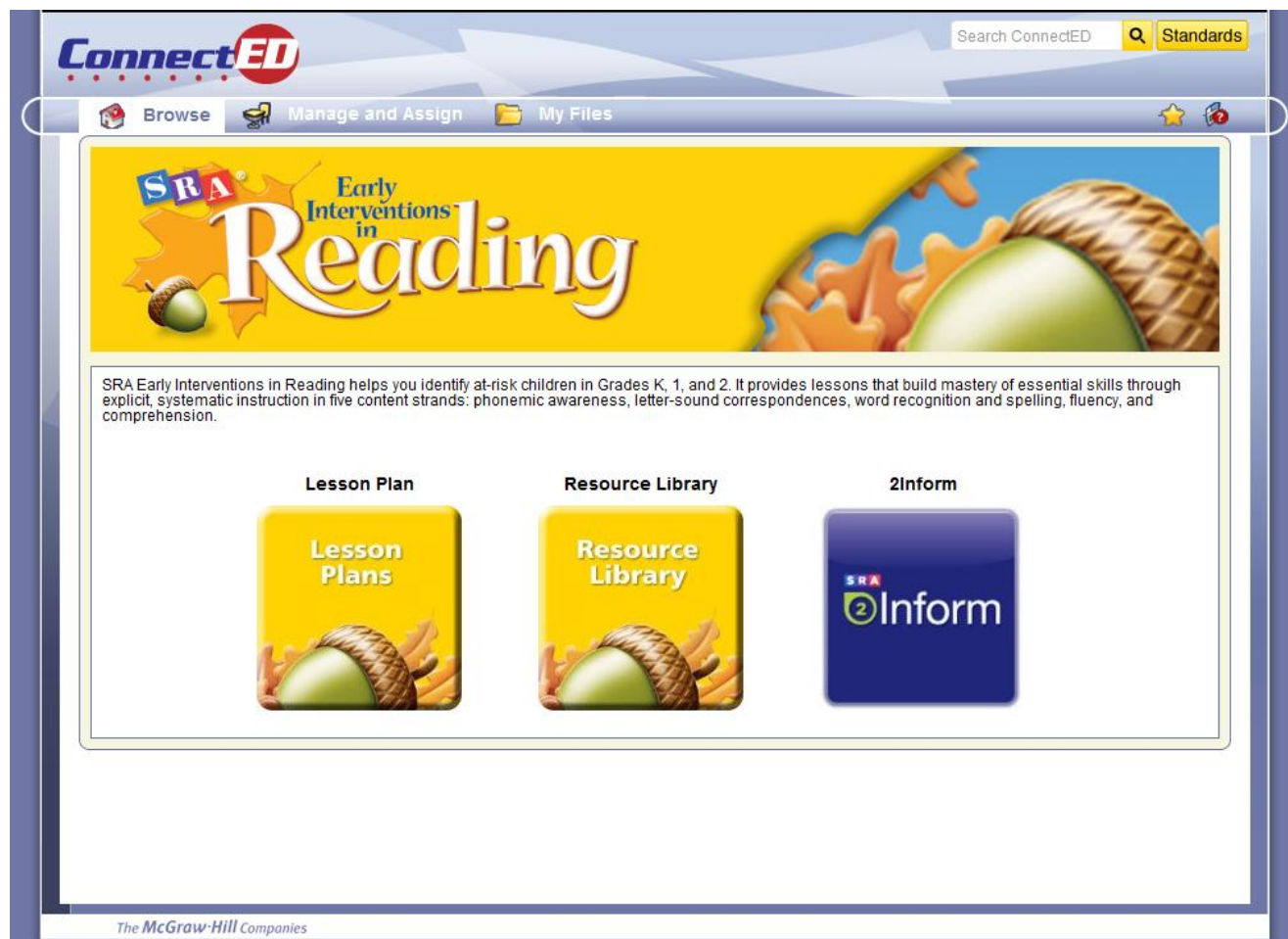


Figure 1

To access the digital assets for a lesson, first select **Lesson Plans** to be directed to a screen on which you can choose the program level you need (Figure 2).



Figure 2

Select the appropriate grade level from the list below **Lesson Plan**. This will reveal the program level icon to select for the digital assets. (Figure 3) After selecting the program level, a pop-up screen will reveal the assets by lesson. (Figure 4) Selecting a specific lesson will expose the assets by exercise.

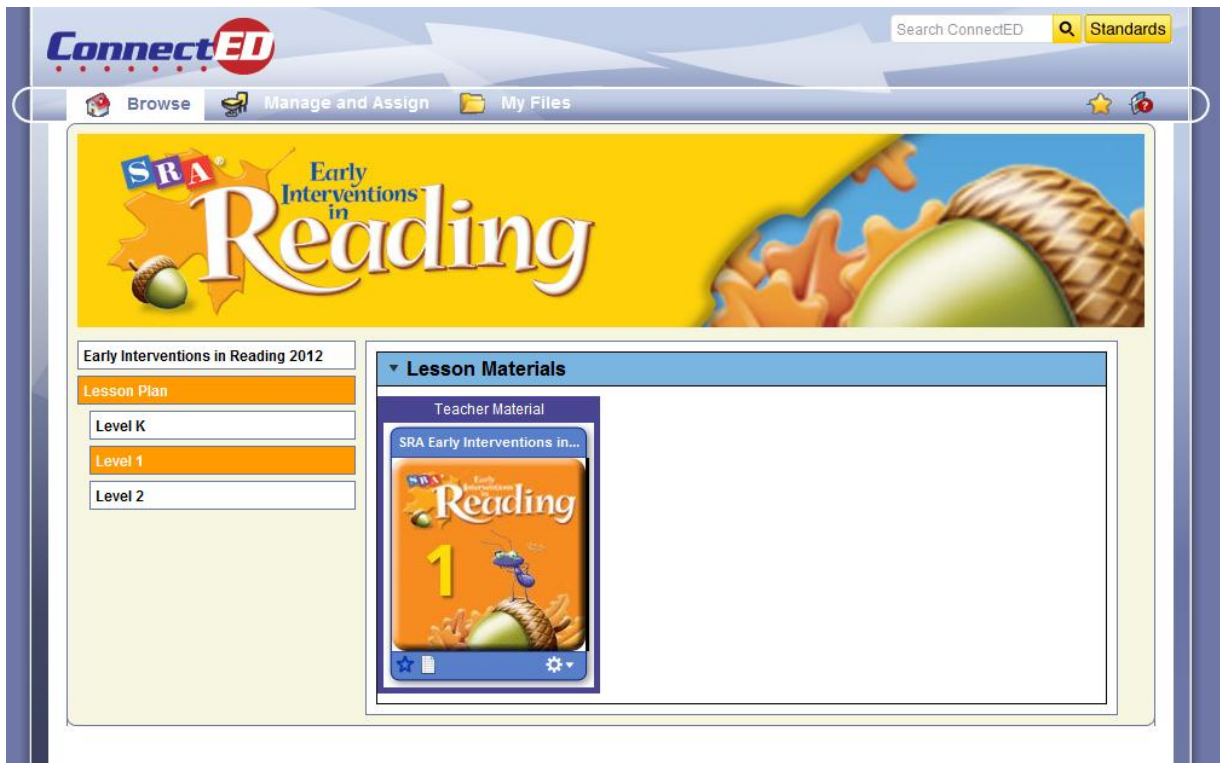


Figure 3

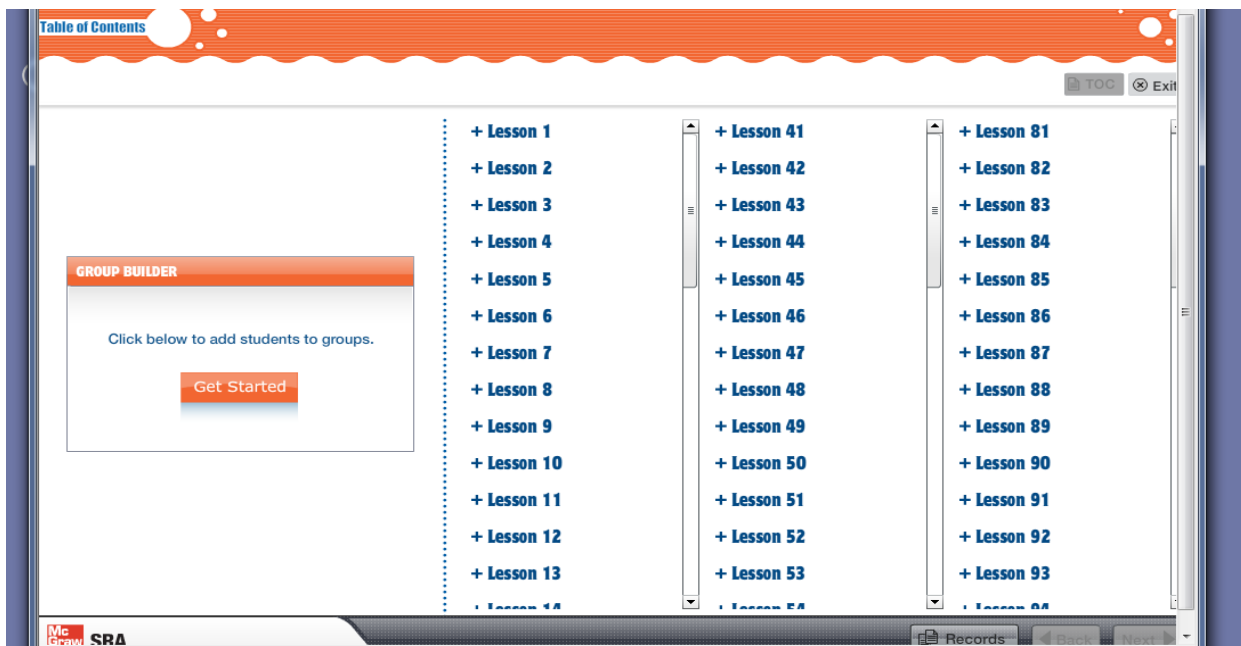


Figure 4

Alternatively, you can access the **Board Displays**, the **Group Builder** tool, and other digital content for a grade level by choosing **Resource Library** on the Introduction Screen. (Figure 5)

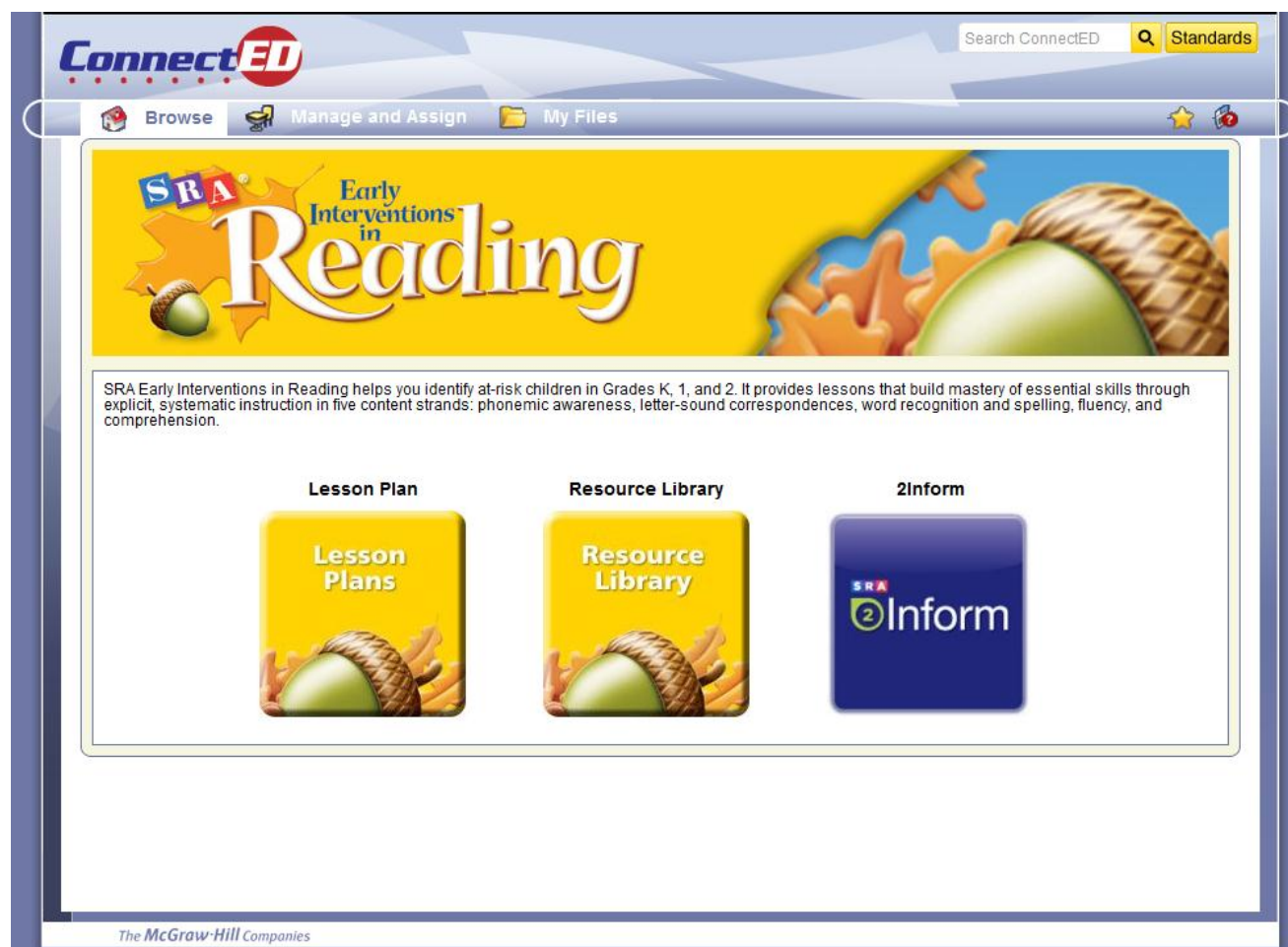


Figure 5

RESOURCE LIBRARY

You can access the **Teaching Tutor**, **Teacher Resources**, **Online Board Displays**, and **Building Background Videos**, **User's Guide**, and **SRA 2Inform** by choosing the **Resource Library** button on the Introduction Screen. Select the appropriate resource from the list below the **Resource Library** bar. (Figure 6) Choosing **Online Board Materials** will reveal buttons for Levels K, 1, and 2. Click on the grade level button to open the Table of Contents for that level.



Figure 6

Figure 6 shows the Table of Contents for Level 2. Lessons are arranged in three columns of forty lessons each. The first column includes all lessons for Teacher's Edition A; the second column matches Teacher's Edition B; the third column has lessons from Teacher's Edition C. Not every activity includes digital material. For example, in Lesson 8, there is material that spans Activities 1a and 1b, and there is no digital content for Activity 2. The Board Displays allow you to show sounds, letters, and words (instead of having to hold up the Teacher's Edition); show students the Letter-Sound Cards and Tricky Word Cards that go with each lesson and activity; and lead some of the interactive activities described in the Teacher's Edition.

From the Table of Contents, you can

- Click on the appropriate lesson and activity to reach the Board Displays and interactive features.
- Build instructional groups in the Group Builder, entering student names to facilitate record-keeping.
- Use the Records button at bottom right to access digital Lesson Mastery Sheets and the Group Summary Record, where you can record and save group and individual progress.

NOTE: Alternatively, student assessment data can be recorded, managed, analyzed, and reported using the **SRA 2Inform** application. Teachers only need to select one method for recording student data (**SRA 2Inform** or **Group Builder**).

To get started, first build groups. Go to the Table of Contents page for the Board Displays, and click the **Get Started** button under Group Builder. (Figure 7)

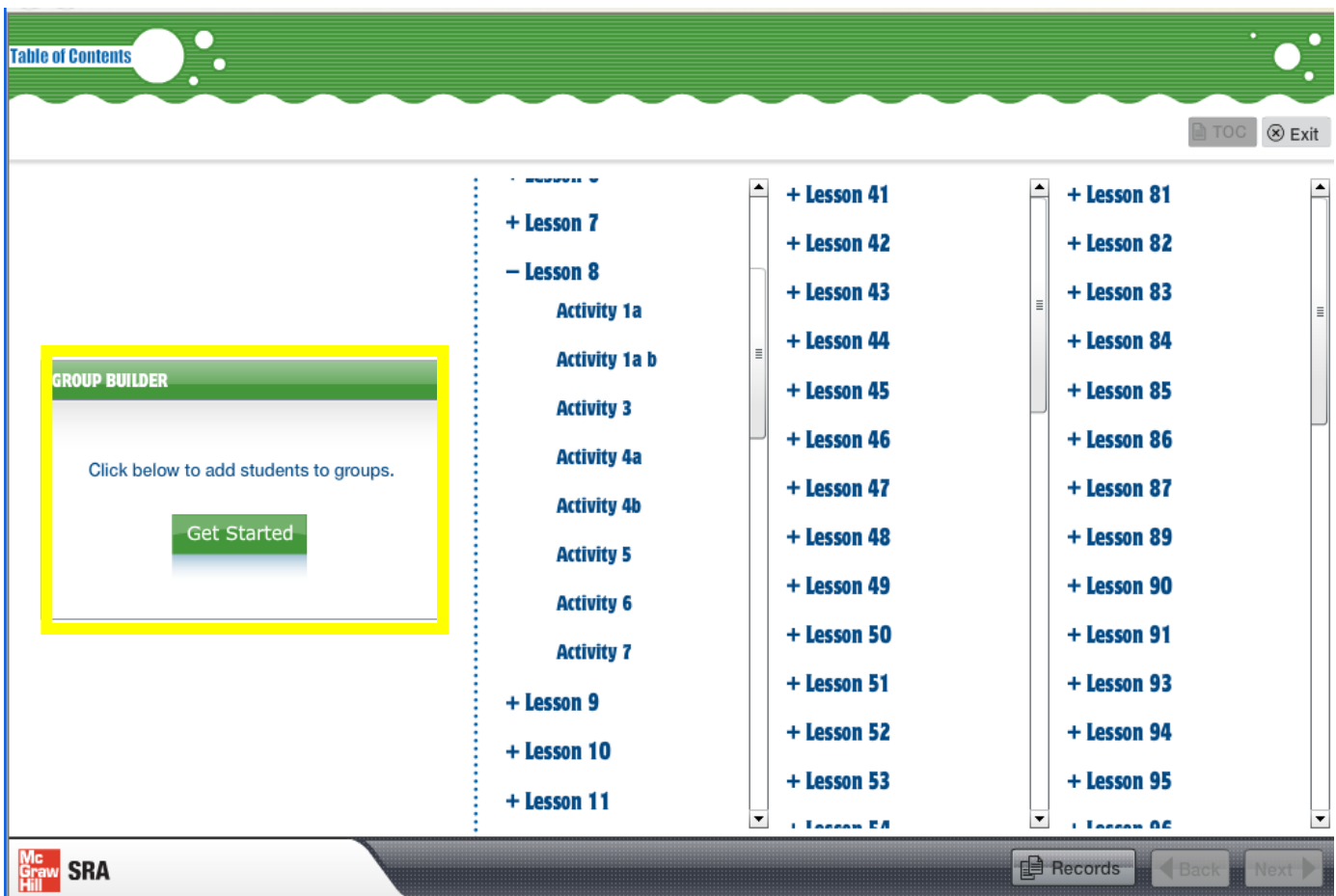


Figure 7

GROUP BUILDER

Clicking Get Started on the TOC page opens the Group Builder screen. In the appropriate boxes, enter the teacher name and the group name, and click “Save Group.” (Fig. 8)

The screenshot shows the 'Group Builder' window for 'SRA Early Interventions in Reading Level K'. The 'Teacher' field is set to 'Mrs. Ortiz' and the 'Group' dropdown is set to 'Tuesday'. The 'Student' field is empty. Below these fields are buttons for 'Create New Group' and 'Add To Group'. At the bottom right of the window is a 'Save Group' button. The background shows a 'Table of Contents' page with lesson links.

Figure 8

Then add students to the group. When a name is added, it is listed in the space below (Fig. 9). When you finish adding students' names, either close the pop-up or click Create New Group to start the process again.

This screenshot shows the same 'Group Builder' window, but now with a list of students added: Jack Jones, Maria Rodriguez, Nick Morgan, and Mia Jacobs. Each student name has a 'Delete' button next to it. A central pop-up message states 'Student added successfully.' The 'Create New Group' and 'Add To Group' buttons are still visible. The background remains the same 'Table of Contents' page.

Figure 9

RECORDS

Access digital versions of the Lesson Mastery Sheets and Group Summary Records (see the **Placement and Assessment Guide** for print versions and instructions) by clicking the Records button at the bottom of any page. Choose the group name from the dropdown menu, and the student names will automatically populate.

Lesson Mastery Sheets

When students have mastered an activity, click on the appropriate cell to enter a checkmark. (In Level K, you also have the option to enter a “P” for “progress”.) By arrowing left or right, choose a “sticker” for mastery at the end of the lesson, or write your own (Fig. 10). In Levels 1 and 2, record the results of group and individual fluency checks by clicking “Yes” or “No.” In the student column, use the dropdown to choose the name of the student you read with in Partner Reading: Beat the Clock. Then click to circle “Yes” or “No” (Fig. 11).

Lesson Mastery Sheet

+ Group Summary Record

Teacher: Mrs. Ortiz

Group: Tuesday

Students: Jack Jones, Nick Morgan, Maria Rodriguez, Mia Jacobs

Activity	1	2	3	4	5	6	7	8	9	10	Mastery
Lesson 1	✓	P									★ Well Done!
Lesson 2											★ Select Any
Lesson 3											★ Select Any
Lesson 4											★ Select Any
Lesson 5											★ Select Any

Save

Figure 10 (Level K)

Lesson Mastery Sheet

+ Group Summary Record

Teacher: Mr. Jackson

Group: Stars

Activity	1	2	3	4	5	6	7	8	9	10	Mastery
Lesson 89	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Well Done!
Lesson 90	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Outstanding!
Lesson 91	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Excellent!
Lesson 92	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Terrific!
Lesson 93											★ Select Any
Lesson 94											★ Select Any

Save

Figure 11 (Level 1)

GROUP SUMMARY RECORD

Click “Group Summary Record” from the left column of the Records menu, and choose the appropriate group. Record students’ performance on assessments in each category and note in the last column any skills that need remediation. In Level K, record the number of errors each student made in each category (Fig. 12). (Or, if you prefer, record the number correct; you can adapt the tool to fit the needs of your students.) In Levels 1 and 2, record the number of correct answers over the number of questions in each category (Fig. 13).

Lesson Mastery Sheet
Group Summary Record
Assessment 1
Assessment 2
Assessment 3
Assessment 4
Assessment 5
Assessment 6

Group Summary Record Student Assessments

Teacher: Mrs. Ortiz
Select Group: Tuesday

Assessment 1 Lessons 1-20

Name	Date	Picture Naming	First Sound	Say the Word	Letter Naming	Letter-Sounds	Sounding Out Words	Items Needing Additional Practice
Jack Jones	10/18/11	0	2	1	1	n/a	n/a	first sound
Maria Rodriguez	10/18/11	0	0	0	0	n/a	n/a	
Nick Morgan	10/18/11	1	2	2	1	n/a	n/a	first sound; say wor
Mia Jacobs	10/18/11	0	1	1	0	n/a	n/a	

Save

Figure 12

Lesson Mastery Sheet
Group Summary Record
Assessment 1
Assessment 2
Assessment 3
Assessment 4
Assessment 5
Assessment 6
Assessment 7
Assessment 8
Assessment 9
Assessment 10
Assessment 11
Assessment 12
Assessment 13
Assessment 14
Assessment 15
Assessment 16
Assessment 17

Group Summary Record Student Assessments

Teacher: Mr. Jackson
Group: Stars

Assessment 1 Lessons 1-6

Name	Date	Letter-Sound	Word Structure	Connected Text	Fluency Passage (wcpm)	Items Requiring Additional Practice
Bonnie	9/16	3 / 3	2 / 2	yes	n/a/	
Andrew	9/16	3 / 3	1 / 2	no	n/a/	words in sentence
Jamal	9/16	3 / 3	2 / 2	yes	n/a/	
Hannah	9/16	3 / 3	1 / 2	no	n/a/	words in sentence

Save

Figure 13

BOARD DISPLAYS

To access the Board Displays, go to the Table of Contents of the grade level you are teaching. Click on the appropriate lesson and then select the activity. You can choose to start anywhere in the grade level. Clicking an activity in the **TOC** will load that activity. The lesson number and activity number are always displayed in the top left corner. See Figure 14.

To move to the next screen in the activity (if any) or to the next activity in a lesson, click the **Next** button at the bottom of the screen. The **Back** button at the bottom returns you to the previous activity or screen, if any. When you have completed a lesson, use the **TOC** button at the top to return to the Table of Contents to choose another lesson or activity. The **Records** button at the bottom of the screen takes you to the **Lesson Mastery Sheet** so you can record student progress in an activity or a lesson and to the **Group Summary Record** where you can record student assessment information. (See above.) Choosing the **Exit** button at the top of the screen will close the Board Displays and return you to the Early Interventions in Reading Introduction Screen.



Figure 14

There are a number of static and interactive features available in the Board Displays. Most important is the ability to show students all the display text that also appears in the Teacher's Editions. Figure 15 shows a typical Board Display from Level K.

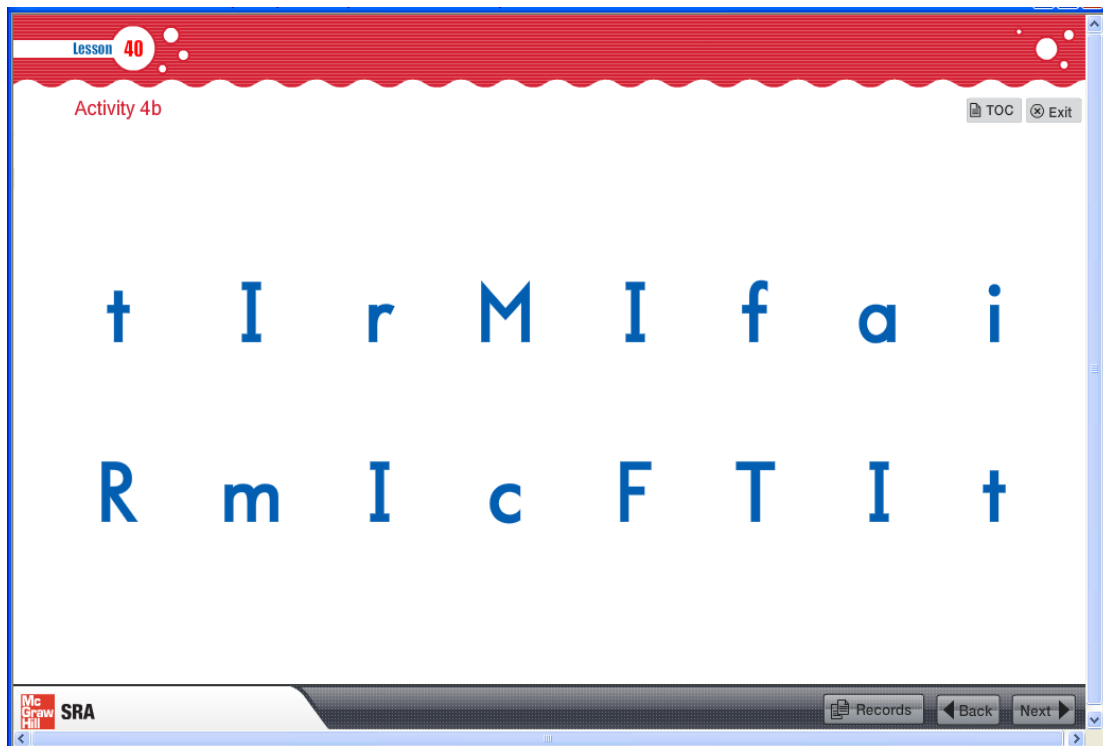


Figure 15

In Level 1, students begin reading simple sentences. Text and illustrations are included in the Board Displays, as demonstrated in Figure 16.

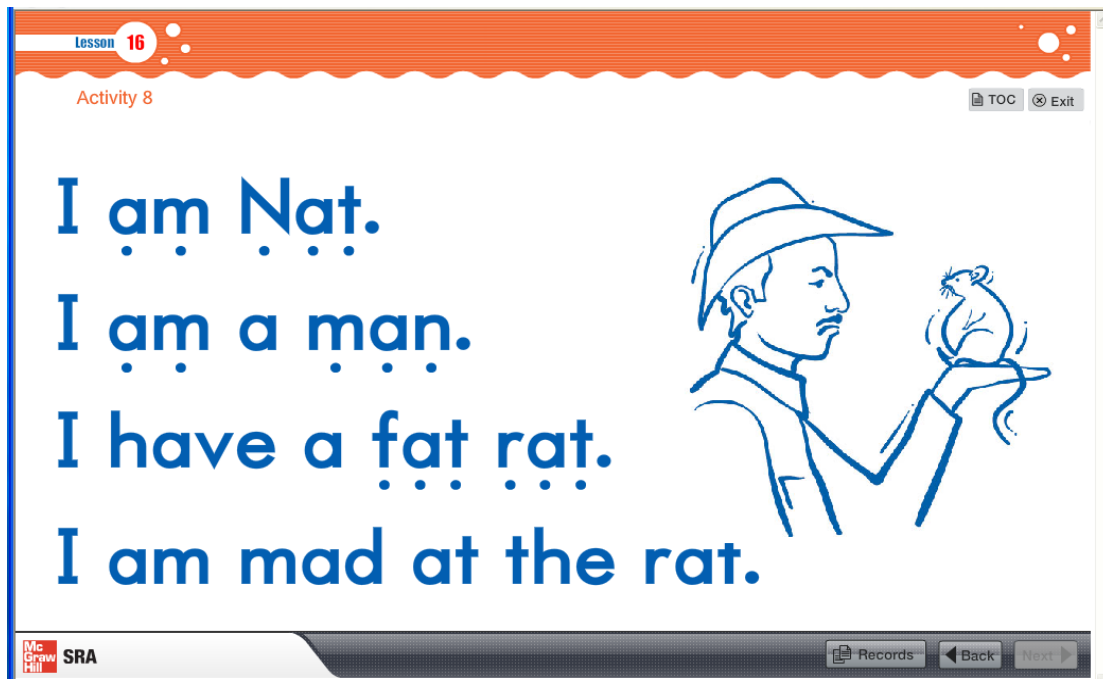


Figure 16

In Levels 1 and 2, Board Displays are used to reinforce vocabulary activities related to student reading in the **Story-Time Readers**, the **Student Edition**, and the **Chapter Books**. See Figure 17.

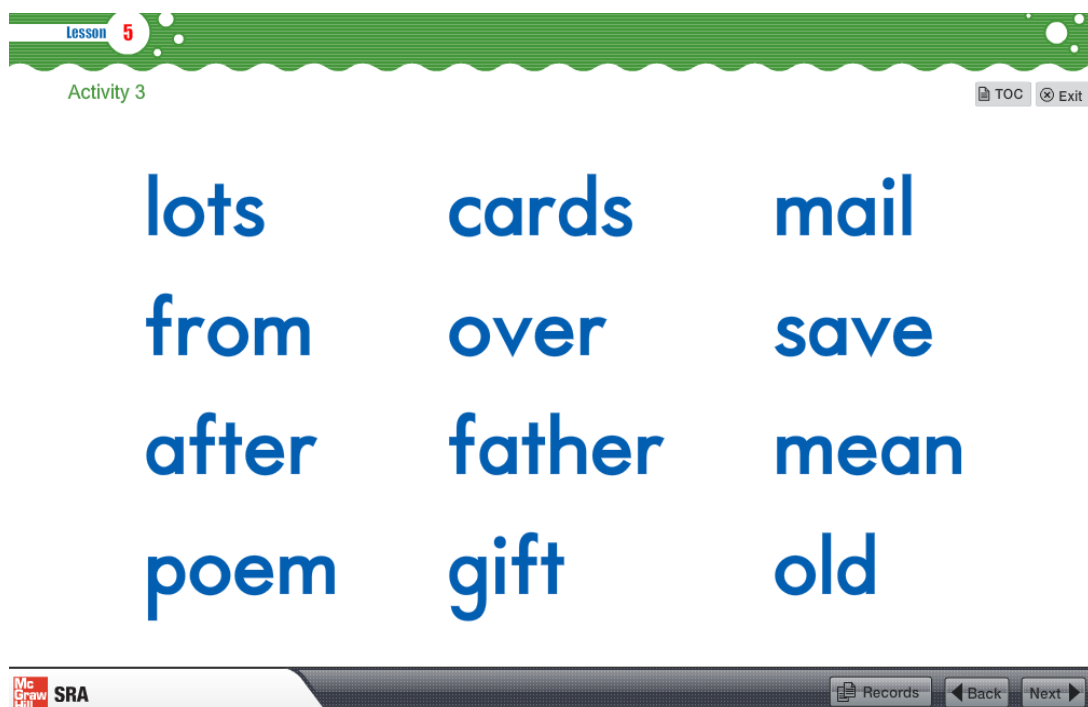


Figure 17

CARD ACTIVITIES

Letter-Sound Cards

In all three grade levels, the Letter-Sound Cards are an important tool for teaching and reinforcing letters and sounds. Each card is displayed upon first introduction and then periodically as needed. In activities in which a card is needed, it is available as a static display that can remain on the screen as long as needed for instruction. Sometimes only one card is needed. Sometimes a card will be displayed in a series of activities. Other times, more than one card will be needed for instruction, so the display includes multiple cards. Figure 18 illustrates a single-card display, and Figure 19 shows a multiple-card display.



Figure 18

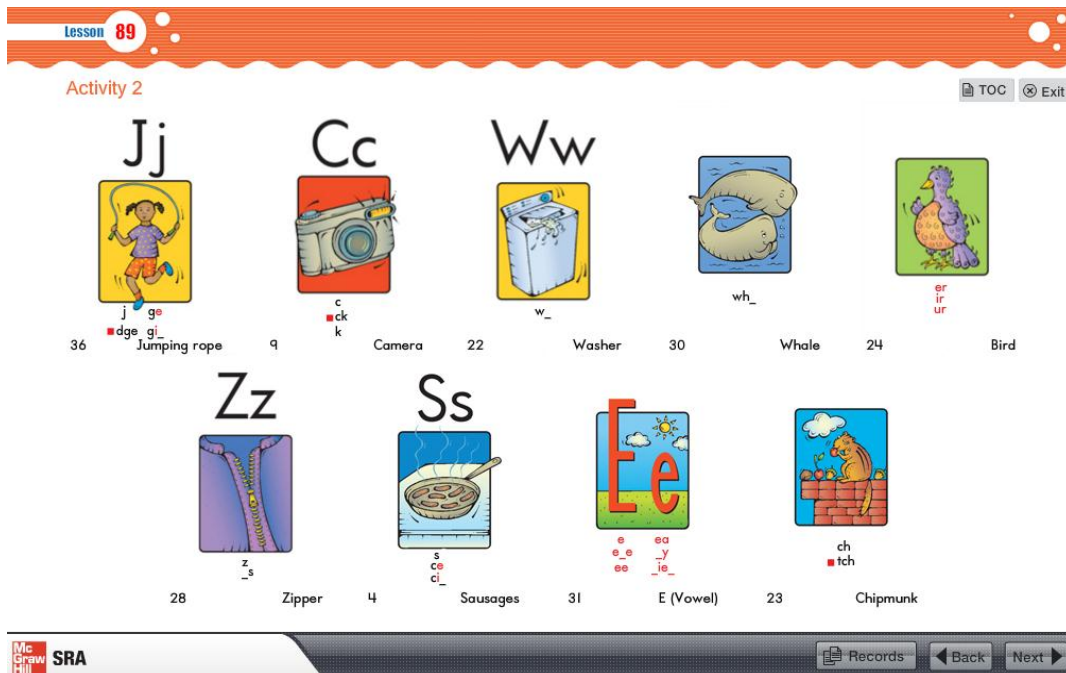


Figure 19

Tricky Word Cards

In all three grade levels, the Tricky Word Cards are used for teaching words that students cannot sound out. Words are introduced throughout the year and increase in difficulty as students progress in lessons. Tricky Words are used in nearly every lesson. New cards are introduced, the group practices them, and each student has an individual opportunity to practice, until the group has mastered the new word or words. Then the new word or words are introduced into the deck of cards already learned, and students practice all words learned to date.

When the interactive version of Tricky Word Cards opens, the first card in the activity, usually a card being introduced in the lesson, is displayed. Show the card and practice with students as needed. To move to the next card, click the **Next Card** button. Continue to move through the deck in this way until there are no more cards to display. You can move as quickly or slowly through the cards as students can work. If students need extra practice on a particular card, click the **Review Card** button on the right side of the screen. This places the card or cards into a **Review** file for later use. Access these cards by clicking the **Review Cards** button on the left side of the screen. The **Shuffle Cards** option allows you to shuffle the words into random order and redisplay them all again. The Reset button returns the activity to the beginning. (Figure 20)



Figure 20

Beat the Teacher Game

This activity is a variation of Tricky Word Cards with the added feature that score is kept between Teacher and Students based on whether students can identify the words. Click on the numbers below “Teacher” or “Students” to increase the score of each. Use the **Next Card** button to display each new word. The **Reset** button returns the activity to the beginning. (Figure 21)

Lesson 18

Activity 3

TOC Exit

Beat the Teacher

Teacher	Students
1	2

Next Card Reset

Mc Graw Hill SRA

Records Back Next

Figure 21

What Word Now?

There are several versions of the What Word Now? activity. Two versions are shown below in Figures 21 and 22. Others are available; all are easy to use. In Figure 22, the display shows base words. Choose a base word by clicking on the word, and then choose one of the endings. (Here, the feature demonstrates “es,” “ing,” and “ed.”) The ending, in red here, is added to the word. Return to the base word by clicking the **Base Word** button.

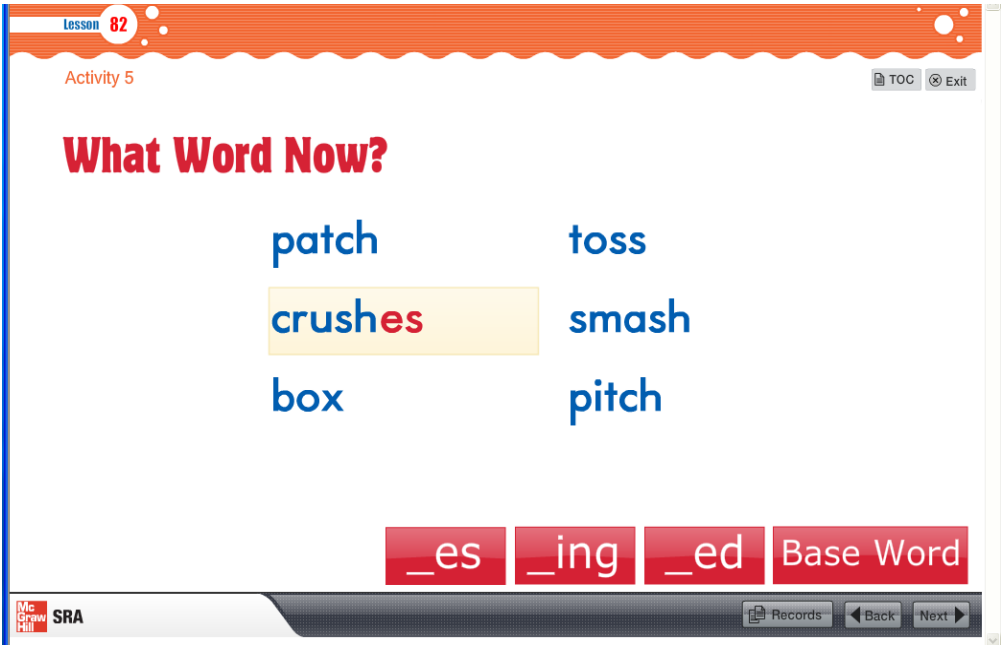


Figure 22

In the version shown in Figure 23, the display starts with a particular word. Click **Next Word**. The eraser and pencil will activate and automatically change a letter or letters in the first word to form a new word.

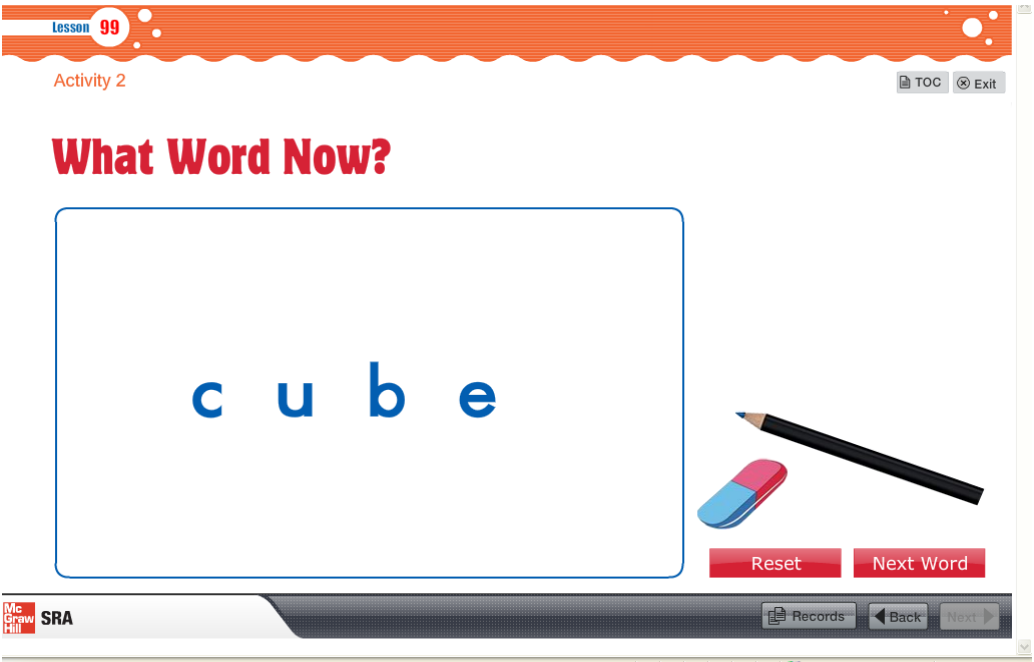


Figure 23

Other features use similar functionality to demonstrate other concepts. Figure 24 shows the Silent e Rule activity. Choose a base word, in this case “pane,” and the “e” is removed to form a new word, “pan,” as shown. Return to the base word by clicking the **Base Word** button.



Figure 24

In the Long-vowel word list activity (Figure 25), the feature has a similar functionality and purpose. Choose a base word, for example “tape,” and the “e” will be removed to form a new word, “tap.” Return to the base word by clicking the **Base Word** button.



Figure 25

Mystery Word Game

In this activity, several multisyllabic words are displayed. Choose a word by clicking it. Click the **Syllables** button to add red underscores under the syllables. Click the **Base Word** button to reveal the base word. The **Reset** button clears all syllable marks and the base words and returns the activity to the beginning. (Figure 26)

The screenshot shows the 'Mystery Word Game' interface. At the top, a green header bar contains 'Lesson 118' and 'Activity 1'. On the right of the header are 'TOC' and 'Exit' buttons. The main title 'Mystery Word Game' is in large red font. Below it are three word boxes: 'scientifically', 'perfectionistic' (with red underscores under 'per', 'fec', 'tion', 'is', 'tic'), and 'unmanageable'. At the bottom right are three red buttons: 'Syllables', 'Base Word', and 'Reset'. The bottom footer bar includes the 'Mc Graw Hill SRA' logo on the left and 'Records', 'Back', and 'Next' buttons on the right.

Figure 26

Adding Endings/Word Building

In this activity, you will choose a base word by clicking the word, and then change the ending or add an ending or a beginning. In Figure 27, the display shows changing the “y” ending to “ies.” The consonant “y” is removed from the word and the new ending, in red, is added to the word. Return to the base word by clicking the **Base Word** button.

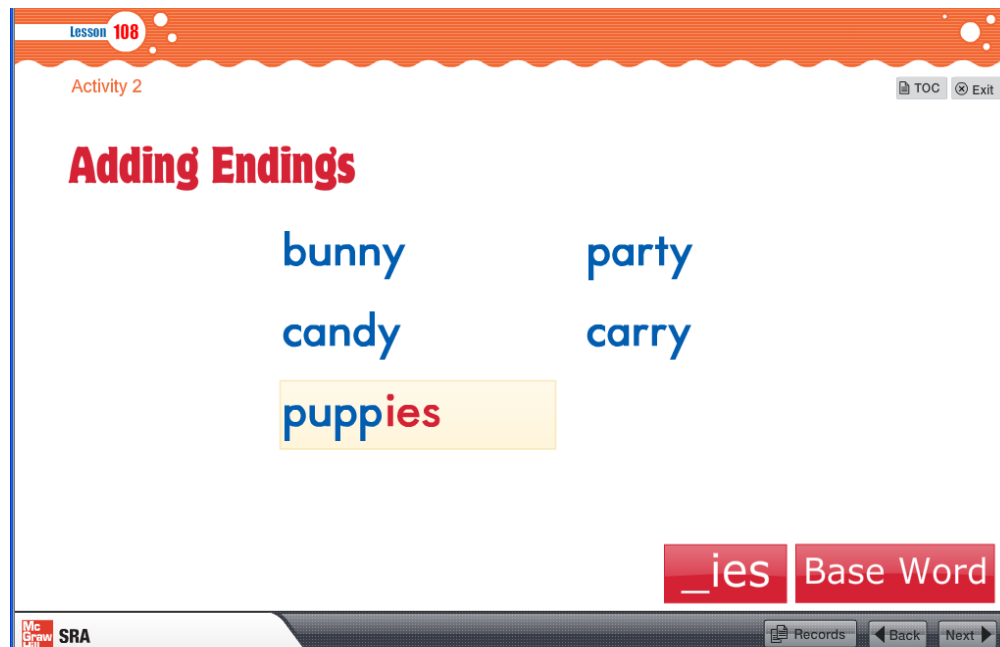


Figure 27 (Level 1)

Figure 28 shows a similar activity, Word Building. Use the blue arrows to scroll through a series of base words. Click on a beginning or an ending or a combination to add these prefixes and suffixes to the base word and make new words. Click **Base Word** to return to the base word.

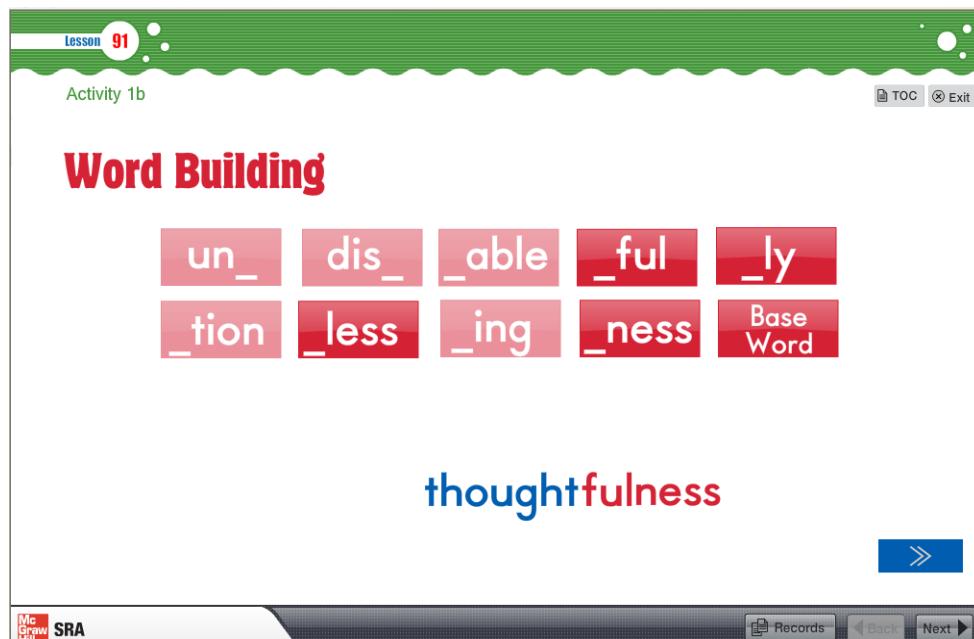


Figure 28 (Level 2)

Story Grammar/Story Sequence/Main Events

There are several similar variations of the Story Grammar/Story Sequence /Main Events feature. In Story Grammar (Figure 29), work with students to identify main character, setting, problem, events, and outcome. Enter Key text into the appropriate boxes.

The screenshot shows a web-based activity titled "Story Grammar" under "Lesson 93" and "Activity 7". The interface includes a "Reset" and "Save" button in the top right. The main content area is divided into four sections: "WHERE" (the kitchen), "PROBLEM" (The mouse wants to make a better spice cake.), "EVENTS" (1. He adds spices. 2. He adds nuts.), and "OUTCOME". The bottom of the screen features a "Mc Graw Hill SRA" logo and navigation buttons for "Records", "Back", and "Next".

Lesson 93

Activity 7

TOC Exit

Story Grammar

Reset Save

WHERE the kitchen

PROBLEM The mouse wants to make a better spice cake.

EVENTS 1. He adds spices.
2. He adds nuts.

OUTCOME

Mc Graw Hill SRA

Records Back Next

Figure 29

In Story Sequence (Figure 30), use numbered boxes that expand as you type in them to record student ideas about events in a story. To open a new box, click the circled plus mark. Use the Save button to save writing for review in future activities. Use the Reset button to clear all writing.

The screenshot shows the 'Story Sequence' activity interface. At the top, there is an orange header bar with 'Lesson 96' and 'Activity 2A'. Below the header, the title 'Story Sequence' is displayed in large red font. To the right of the title are 'Reset' and 'Save' buttons. The main area contains three numbered, expandable text boxes. Box 1 contains the text 'The spider makes a thread of silk.' Box 2 contains 'It rides on the end of the dragline.' Box 3 contains 'Then it makes two bridges.' Each box has a red minus sign on its right side. At the bottom, there is a navigation bar with 'Mc Graw Hill SRA', 'Records', 'Back', and 'Next' buttons.

Figure 30

The Main Events activity functions similarly to the Story Sequence activity. Work with students to determine their ideas about the main events of a story. Use the numbered, expandable boxes to record their responses. Use the **Save** button to save writing for review in future activities. Use the **Reset** button to clear all writing. (Figure 31)

The screenshot shows the 'Main Events' activity interface. At the top, there is an orange header bar with 'Lesson 106' and 'Activity 7A'. Below the header, the title 'Main Events' is displayed in large red font. To the right of the title are 'Reset' and 'Save' buttons. The main area contains four numbered, expandable text boxes. Box One contains the text 'The queen squid needs a meal.' Box Two contains 'Her sea pals help her look for food.' Box Three contains 'The quiet shark is hungry too.' Box Four is empty. Each box has a red minus sign on its right side. At the bottom, there is a navigation bar with 'Mc Graw Hill SRA', 'Records', 'Back', and 'Next' buttons.

Figure 31

What I Know/ What I Learned Charts

In these charts, students contribute ideas about a topic prior to reading about that subject. Record their responses in the What I Know side of the chart. (Figure 32) Use the **Save** button to save student ideas for use in future activities, when students will discuss what they learned from their reading. Record their thoughts in the What I Learned section. (Figure 33) Use the **Reset** button to clear all writing.

The screenshot shows a digital interface for a lesson titled "Lesson 96" and "Activity 1A, C". The main heading is "What I Know/ What I Learned: spiders". Below this is a two-column chart. The left column, labeled "What I Know", contains the following text: "Kinds: black widow", "Eat: insects", "Live: woods", and "Body: eight legs". The right column, labeled "What I Learned", is empty. At the bottom right of the chart are "Reset" and "Save" buttons. The interface also includes a "TOC" and "Exit" button in the top right, and a "Records" button with "Back" and "Next" arrows at the bottom right. The McGraw Hill SRA logo is in the bottom left.

What I Know	What I Learned
Kinds: black widow Eat: insects Live: woods Body: eight legs	

Figure 32

The screenshot shows a digital interface for a lesson titled "Lesson 107" and "Activity 6A". The main heading is "What I Know/ What I Learned: sailing". Below this is a two-column chart. The left column, labeled "What I Know", contains the following text: "You can sail on lakes or on the ocean.", "Sailboats are both small and large.", and "Sails are usually". The right column, labeled "What I Learned", contains the following text: "Each sail has a name.", "Big sails are mains.", "Little sails are jibs.", and "It is dangerous to sail in the rain." At the bottom right of the chart are "Reset" and "Save" buttons. The interface also includes a "TOC" and "Exit" button in the top right, and a "Records" button with "Back" and "Next" arrows at the bottom right. The McGraw Hill SRA logo is in the bottom left.

What I Know	What I Learned
You can sail on lakes or on the ocean. Sailboats are both small and large. Sails are usually	Each sail has a name. Big sails are mains. Little sails are jibs. It is dangerous to sail in the rain.

Figure 33

Content Webs

These interactive graphic organizers allow you to work with students to summarize information about a topic or events from a story. Use the circles and lines available in the tool box at the right side of the screen to create a topic-specific content web. Choose the type of circle you need and drag it onto the screen. Key information students contribute into the text box inside the circle. Add other circles as appropriate, key text into the circles, and then join circles by selecting a line style and using the hand tool to click the perimeters of the two circles. Click **Save** to save the web for use in future activities. Drag unneeded material to the trash can. (Figure 34-35)

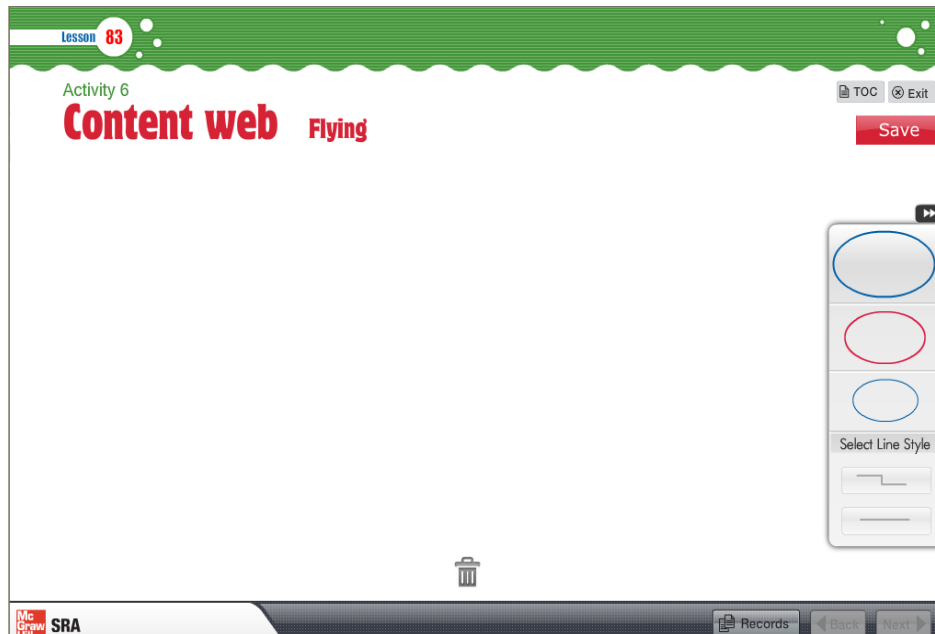


Figure 34

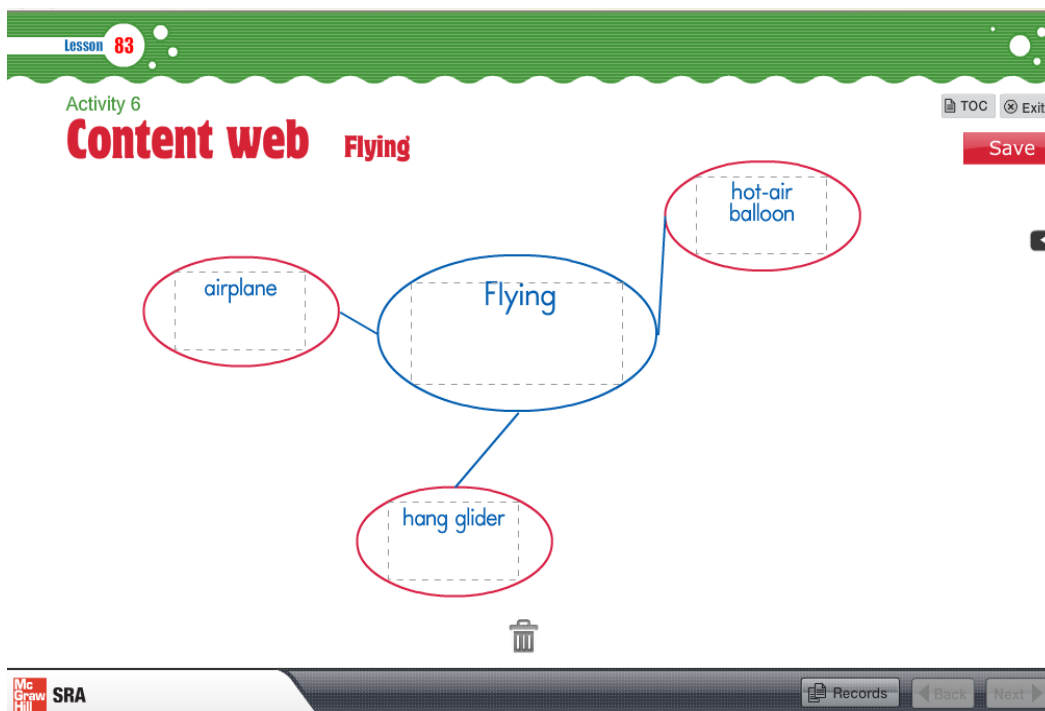


Figure 35

TEACHING TUTOR

Teaching Tutor is a professional development series for teacher use. The **Teaching Tutor** is found under the **Resource Library** bar. (Figure 36) 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. You can use the searchable index to find both topics and videos in all three grade levels on a variety of topics such as optimal pacing, classroom arrangement, characteristics of daily lessons, error correction, and achieving mastery.

The screenshot displays the ConnectED Early Interventions in Reading (EIR) Teaching Tutor interface. At the top, the ConnectED logo is on the left, and a search bar with the text "Search ConnectED" and a "Standards" button is on the right. Below the header, a navigation bar contains "Browse", "Manage and Assign", and "My Files" with corresponding icons. The main content area features a large banner for "SRA Early Interventions in Reading" with a yellow background and illustrations of a green apple and orange gears. On the left side, there is a vertical menu with the following items: "Early Interventions in Reading 2012", "Resource Library" (highlighted in orange), "Teaching Tutor" (highlighted in orange), "Teacher Resources", "Online Board Materials", "Building Background Videos", "User's Guide", and "2Inform". The main content area on the right contains text describing the SRA EIR Teaching Tutors as professional development tools for viewing and studying best practices with real classroom instruction. It lists topics such as optimal pacing, classroom arrangement, characteristics of daily lessons, error correction, and achieving mastery. Below this text is a "More" link. Further down, there is a section titled "Lesson Materials" with a dropdown arrow. Under this section, there is a "Teacher Material" box containing a thumbnail image of the "SRA EIR Teaching Tutor K ..." interface, which shows a welcome message and a grid of topic icons.

The **Teaching Tutor** is organized by grade level; the index includes materials from all three grade levels. Roll over the grade level (or the Index) you want to access. The feature will turn color. (Figure 37) Click to select.



Figure 37

Clicking a grade level opens the Table of Contents for that level. The Table of Contents for Level 1 is shown in Figure 38. Roll over a chapter title for a summary of the contents. Click the chapter title or click a chapter number at the top right of the screen to open a chapter.



Figure 38

Figure 38 is a slide from Level 1, Chapter 3. The buttons in the yellow banner at the top of the screen allow you to choose grade level and chapter. Click the **yellow star** in the blue banner at top right to bookmark a particular slide or slides for later reference. Click the **BOOKMARKS** link at the bottom of the screen to access the materials you have bookmarked. The **blue buttons** at the bottom left indicate the number and progression of the slides for the chapter you are viewing. The tools at bottom right allow you to stop and restart the slide, adjust the sound level, return to the previous slide or advance to the next slide, and return to the home page for the **Teaching Tutor**. (Figure 39)

The screenshot displays the Teaching Tutor interface. At the top, a yellow banner contains navigation buttons for 'Level K', 'Level 1', 'Level 2', and 'Index'. To the right of these buttons is a 'Chapter' section with a row of numbered buttons (1 through 8), where button '3' is currently selected. A blue banner at the top right features a yellow star icon. The main content area is titled 'CHAPTER 3 Phonemic Awareness Strand' and contains two bullet points: 'Lays the foundation for Letter-Sound Correspondences and Word-Recognition activities' and 'Provides a tool for spelling'. To the right of the text is a video player showing a young girl with pigtails counting on her fingers. Below the main content area is a progress bar with 13 blue dots, the first 11 of which are filled, and the text '11 - 13'. To the right of the progress bar are controls for play/pause, a volume slider, and navigation buttons (back, home, forward). The footer includes the 'Early Interventions in Reading' logo on the left and links for 'BOOKMARKS', 'VIDEOS', 'PRONUNCIATION', and 'HELP' on the right. Copyright information for The McGraw-Hill Companies is also present.

Figure 39

The **VIDEOS** link at the bottom of the screen takes you to a listing of all videos for the program. This video index can be searched by grade level, chapter, or topic, as shown in Figure 40.

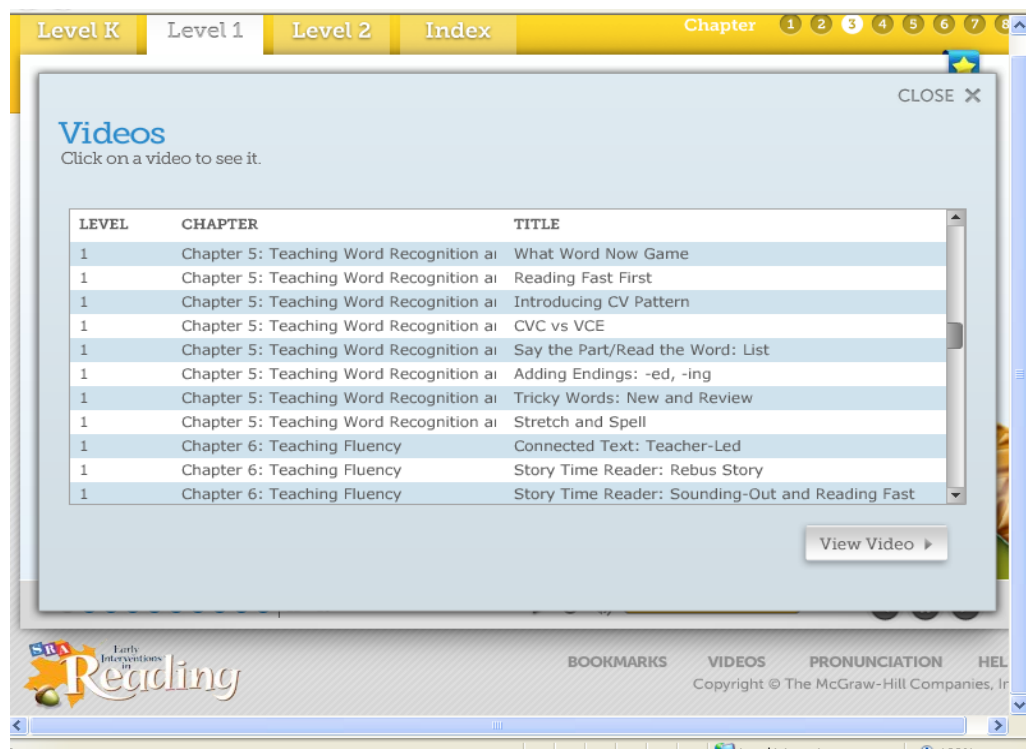


Figure 40

Also included is a helpful Sound Pronunciation Guide (Figure 41), which is accessed either by clicking the **PRONUNCIATION** link at the bottom of the screen or as part of the Chapter 2 materials for all grade levels.

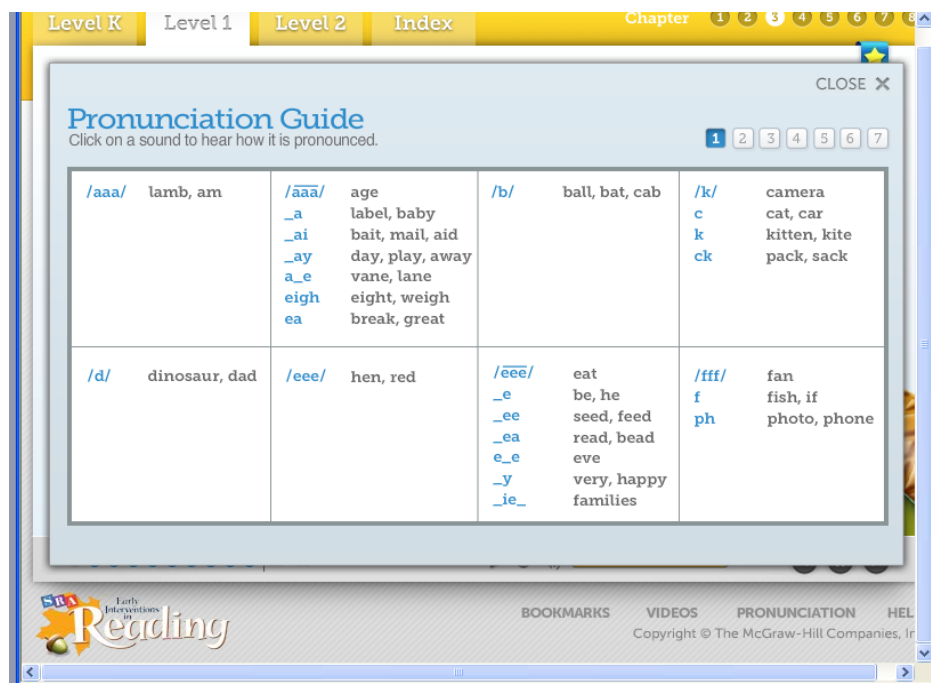


Figure 41

BUILDING BACKGROUND VIDEOS

In Level 2, ten engaging **Background Videos** give students another way to acquire context and vocabulary support for the themed literature they are reading. To access these optional videos, select **Building Background Videos** from the list below the **Resource Library** bar. This will open a screen with thumbnails of the ten videos. (Figure 42)

The interface is divided into a sidebar on the left and a main content area on the right.

Sidebar:

- Early Interventions in Reading 2012
- Resource Library**
- Teaching Tutor
- Teacher Resources
- Online Board Materials
- Building Background Videos**
- User's Guide
- 2Inform

Main Content Area:

Ten brief Building Background videos support the instruction in Level 2, beginning with Lesson 21. Each focuses on one of the five themes in students' literature and nonfiction.

Ten brief videos support the instruction in Level 2, beginning with Lesson 21, and focus on one of the five themes in students' literature and nonfiction. One video provides context for the Student Edition selections on the theme; the other uses the Chapter Books. Each video is four to six minutes long.

1 – Ecosystems
2 – Ecosystems and the Food Chain

[More](#)

Lesson Materials

The Lesson Materials section displays six video thumbnails, each labeled "STUDENT MATERIAL" and "EIR Building Background ...".

- Ecosystems:** A desert landscape with saguaro cacti.
- Ecosystems and the Food Chain:** A close-up of a green plant with small insects.
- Weather:** A dark, stormy sky with rain.
- Weather and People:** A person standing in a snowy, mountainous landscape.
- Culture and Communication:** A person sitting at a desk, typing on a laptop.
- Culture:** Two children, a boy and a girl, standing outdoors in a natural setting.

Figure 42

Roll over the blue bar at the top of each thumbnail to open a small window with information regarding the video name and number, a brief description of the content, and the related EIR material(s). (Figure 43.) Click on the thumbnail of the appropriate video to open the video file.

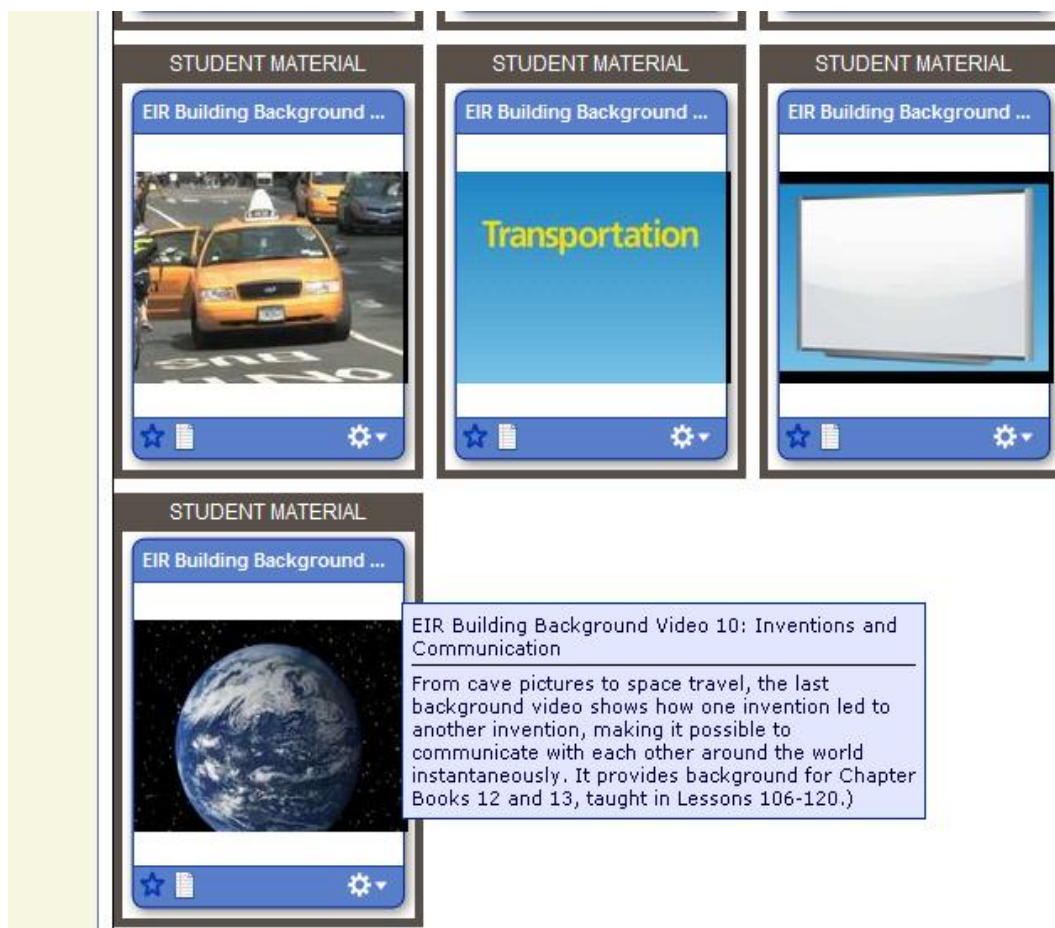


Figure 43

There is a Materials box at the beginning of every lesson in the Level 2 Teacher's Editions. The lists indicate when a Building Background Video should be introduced. Use these videos to create context for the reading materials students will be exploring in the next series of lessons and to reinforce vocabulary instruction. You can employ other creative uses for the videos. Students can take notes as they watch a video, they can write a summary of the video, or they can talk with a partner to determine the main idea, for example. Videos can be viewed on multiple occasions as you deem appropriate.

SRA 2Inform

You can also access **SRA 2Inform** from the **Resource Library** or directly on the **Browse** tab. (Figure 44 and 45)
You can access the User's Guide for the **SRA 2Inform** application in pdf format by clicking [here](#).

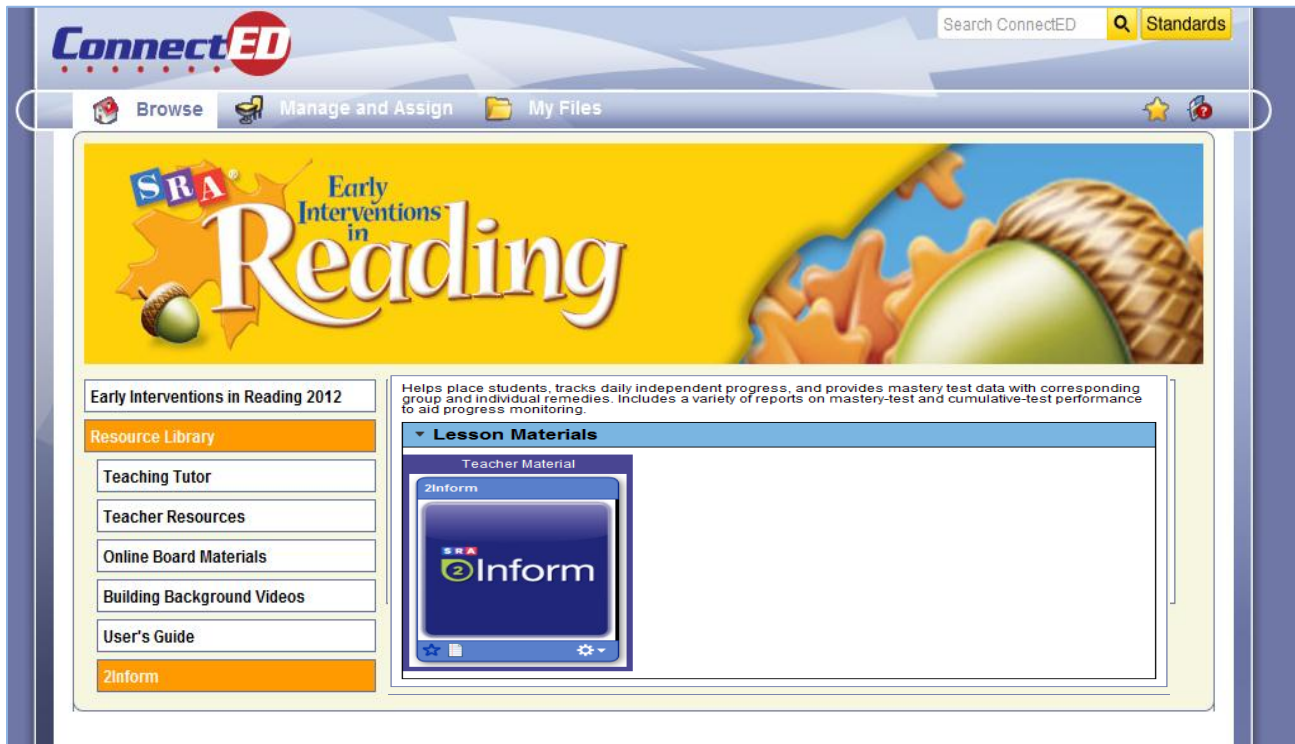


Figure 44



Figure 45

The **SRA 2Inform** application will open in a separate window (Figure 46). From this screen, select the program for which you wish to enter data (Figure 47).

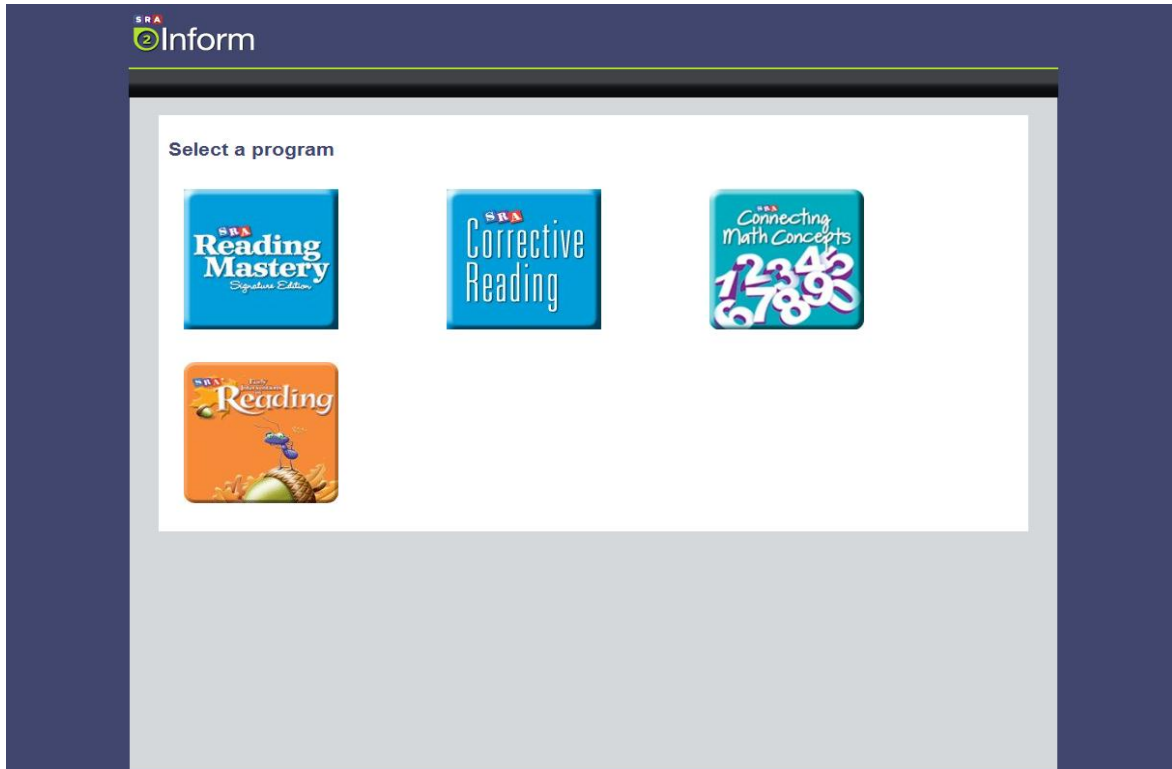


Figure 46



Figure 47

USER'S GUIDE

Select **User's Guide** to access a document that will help you to navigate and understand the *Early Interventions in Reading* ConnectED resources. (Figure 48)

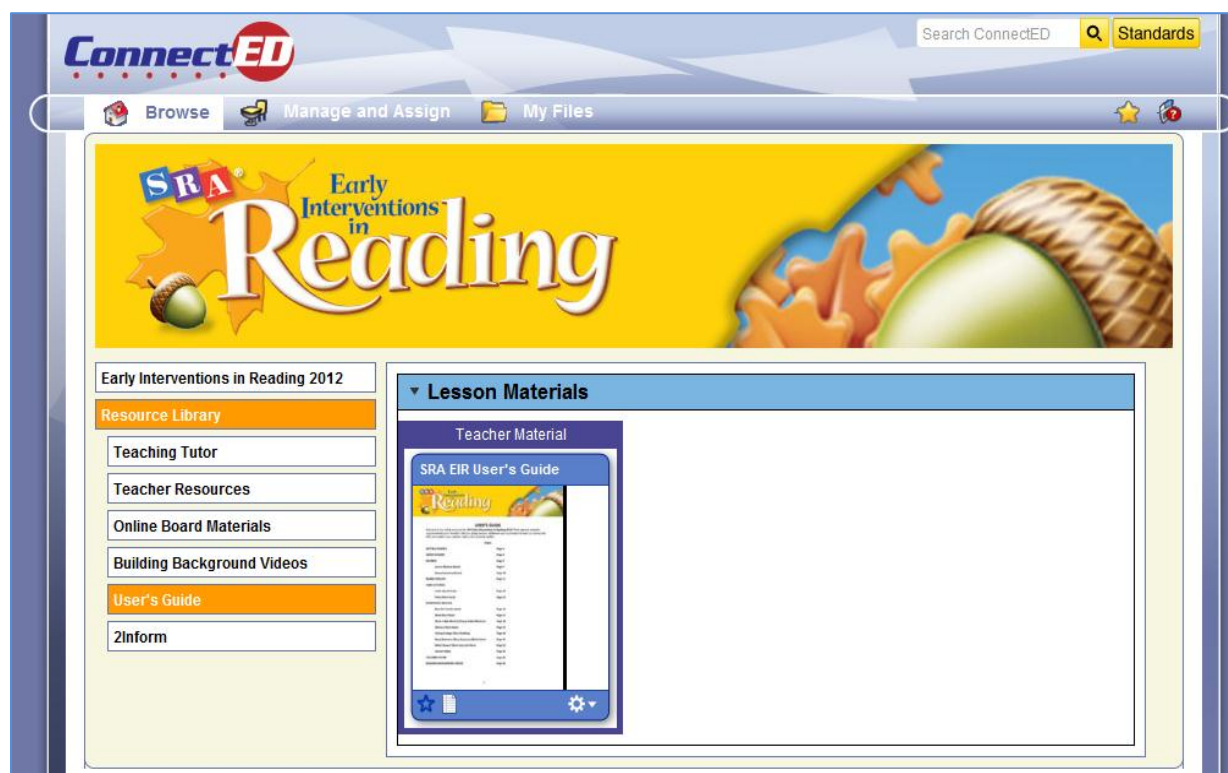


Figure 48

GENERAL CONNECTED INFORMATION



Figure 49

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.