

Program Overview
Grades Pre-K-6

SRA

Imagine It!

Reading takes you places



Mc
Graw
Hill

SRA

SRA Imagine It!

Reading Takes You Places

Imagine It! is the new comprehensive Reading and Language Arts curriculum from SRA/McGraw-Hill. Input from educators just like you helped shape every aspect of the program to ensure it's exciting, inspiring, and empowering for students.

- Imagine a reading program that focuses on how students like to learn, instead of just the tasks they must complete.
- Imagine giving students the chance to explore rain forests, travel to the moon, visit foreign lands, all through the magic of reading.
- Imagine your students using reading to learn new skills and seize new opportunities for a brighter future.

Because I'm committed to teaching, I've devoted myself to making a difference in the life of every child. I can help every student that enters my classroom become a lifelong learner.

When kids are having fun, they learn more. My goal is to make learning exciting, to make my classroom a place of adventure.

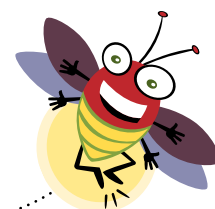
Watch Their Imaginations Come Alive

With **Imagine It!** dreams become reality, the imagined comes alive, lives change—all through reading. By tapping into their imaginations, the program helps students unleash their potential. At all levels, **Imagine It!** delivers on the promise, *reading takes you places*.

When you become a teacher, it's about touching a child's life; it's the imprint you leave on those children.

Welcome to Imagine It!

Imagine It! Grades Pre-K-6



Pages 5–10

Welcome to *Imagine It!*

The new Pre-K–6 reading and language arts program that's easy to teach and fun for students to learn. Most importantly, it works for every student!

- Robust instruction of the **five key areas of reading**
- **Instructional Emphasis** builds students' skills through a well-planned skills progression
- **Themes and Units** in a variety of genres engage and inspire students
- Teacher-friendly **Lesson Planner**

Pages 11–18

Differentiating Instruction

Integrated plans and components ensure all students, from your top performers to those who struggle, improve their reading and language arts skills.

- **Assessment**
- **AYP**
- **Intervention**
- **Addressing English Learners**
- **Curriculum Connections**
- **Leveled Readers**

Pages 19–20

Inquiry

Teach them to read and teach them to think critically. Students learn to question, hypothesize, explore, research, draw conclusions, and present their findings.

Pages 21–24

Components & Technology

Comprehensive program materials ensure everything you and your students need is right at your fingertips. Ask for a demo of our fully integrated eSuite of technology options.

Pages 25–40

Reading Selections

Fiction, nonfiction, poems, functional reading, science and social studies inquiries—the diversity of reading selections ignites your students' interest and instills the true value of reading.

Pages 41–42

Research & Results

Imagine It! authors are some of the most respected researchers in the education community. The program is built on a solid pedagogy of how children best learn to read.

Pages 43–44

Professional Development

SRA is well-known for providing teacher support every step of the way. Which professional development plan is right for you and your school? Call us at 1-888-SRA-4543 to find out.



Welcome to Imagine It!

The *Imagine It!* core elementary reading and language arts program from SRA/McGraw-Hill was developed with the input of teachers from around the country. Their insights contributed to a reading program combining effectiveness with teacher-friendly features and rich content that excites and engages students.



Imagine It! Grades Pre-K-6

The Features You've Been Looking for

Imagine It! combines the strength of proven, research-based instruction with the fun, friendly, and engaging features you want in a complete reading program:

- ✓ Instruction in the five key areas of reading
- ✓ Explicit instruction supported by progress monitoring
- ✓ Time-saving lesson format
- ✓ Easy-to-follow instructions
- ✓ Focus on Response to Intervention (RtI)
- ✓ Differentiated Instruction in every lesson
- ✓ Strong Inquiry/higher-order thinking strand
- ✓ Frequent assessment opportunities with prescriptions
- ✓ Innovative technology features
- ✓ Robust writing strand
- ✓ In-depth vocabulary instruction
- ✓ Substantive fluency instruction and practice
- ✓ Activities designed to foster student engagement at all levels
- ✓ Award-winning, quality literature
- ✓ Leveled Readers for fluency, comprehension, and vocabulary
- ✓ Leveled Readers for Science and Social Studies
- ✓ Intervention Guide to Differentiate Instruction
- ✓ English Learner support
- ✓ Abundant cross-curricular activities
- ✓ Skills traced at each grade level
- ✓ Full professional development services, including online services
- ✓ Scientific research basis backed by forty-five years of proven results

SRA
Imagine It!

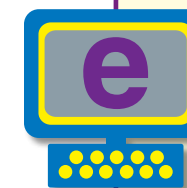
★ Phonemic Awareness ★ Phonics ★ Fluency ★ Vocabulary ★ Comprehension

A Clear Focus on the Five Key Areas of Reading Instruction and Writing

Develop and Strengthen Students' Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing

Imagine It! completely addresses the five key areas of reading, which research shows is necessary for a strong program.

- **Phonemic awareness** is the ability to hear, think about, and manipulate the individual sounds in spoken words. It helps children learn to read and spell.
- **Phonics** instruction teaches children the relationships between letters of written language and individual sounds of spoken language. It improves children's comprehension, and is very beneficial for struggling students.
- **Fluency** is the ability to read a text accurately, quickly, and with prosody. Repeated and monitored oral reading improves fluency and overall reading achievement.
- Strong **vocabulary** skills are correlated to achievement throughout school. The purpose of vocabulary instruction is to introduce students to new words and to teach students a range of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, speaking, and listening vocabularies.
- **Text comprehension** is getting meaning from what is read. Comprehension is improved by instruction that offers readers the ability to use specific strategies and skills.
- **Writing** strategy and skill instruction is necessary for students to be able to express themselves and write for an audience.



Visit ImagineltReading.com for FREE downloads, activities, sample materials, a technology demo, and much more!



Strong Instructional Emphasis

Pre-K	Oral Language Development	Print/Book Awareness	Phonological and Phonemic Awareness	Sounds and Letters	Vocabulary and Comprehension	Writing	Across the Curriculum
K	Letter Recognition	Print/Book Awareness	Phonological and Phonemic Awareness	Phonics and Fluency	Vocabulary and Comprehension	Inquiry	Writing and Grammar
1	Letter/Book/Print Awareness	Phonemic Awareness	Phonics	Fluency	Vocabulary and Comprehension	Inquiry	Language Arts, Writing, Grammar, and Spelling
2	Phonics/Word Structure		Fluency	Vocabulary and Comprehension	Inquiry		Language Arts, Writing, Grammar, and Spelling
3	Phonics/Word Structure	Fluency	Vocabulary and Comprehension	Inquiry			Language Arts, Writing, Grammar, and Spelling
4	Word Structure	Fluency	Vocabulary and Comprehension	Inquiry			Language Arts, Writing, Grammar, and Spelling
5	Word Structure	Fluency	Vocabulary and Comprehension	Inquiry			Language Arts, Writing, Grammar, and Spelling
6	Word Structure	Fluency	Vocabulary and Comprehension	Inquiry			Language Arts, Writing, Grammar, and Spelling

- The systematic, explicit instructional plan for *Imagine It!* helps you build students' abilities through a logical progression of skills.
- The overlapping pattern of skill-building lets you introduce new skills while simultaneously reinforcing those previously learned.
- Core concepts and skills are reinforced at every level to scaffold the foundation for your students' most critical reading and comprehension skills.

Themes to Engage and Inspire Learning

Thought-provoking themes and genres introduce your students to new worlds, new ideas, and new ways of thinking

The literature, novels, essays, poems, songs, and articles found in *Imagine It!* are a diverse collection of fiction and nonfiction reading selections that inspire and challenge students to become independent, self-directed readers. Find them in a variety of program materials:

- Big Books
- Student Readers
- Teacher Read Alouds
- Story Time Selections (Kindergarten)
- Classroom Libraries of Leveled Readers
- Leveled Readers for Science and Social Studies
- First and Getting Started Readers (First and Second Grades)
- Science and Social Studies Inquiries



Unit	Pre-K	K	1	2	3	4	5	6
1	I'm Special!	Off to School	Back to School	Kindness	Friendship	Risks and Consequences	Heritage	Taking a Stand
2	Families Everywhere	Patterns	Where Animals Live	Let's Explore	Animals and Their Habitats	Nature's Delicate Balance	Energy at Work	Ancient Civilizations
3	All Kinds of Friends	Finding Friends	I Am Responsible!	Around the Town	Money	A Changing America	Making a New Nation	Ecology
4	Helping Hands	By the Sea	Our Neighborhood at Work	Look Again	Earth, Moon, and Sun	Science Fair	Our Corner of the Universe	Great Expectations
5	Sunshine and Snowflakes	Stick to It	What's the Weather?	Courage	Communities Across Time	America on the Move	Going West	Earth in Action
6	It Makes Sense!	My Shadow	North, South, East, West	America's People	Storytelling	Dollars and Sense	Call of Duty	Art and Impact
7	Animal Fun	Teamwork	I Think I Can					
8	Let's Go!	Ready, Set, Grow!	Away We Grow!					
9	Little by Little	Red, White, and Blue	Home, Sweet Home					
10	At the Farm	Windy Days	I Am Brave					



Lessons Designed With Teacher Input

Teachers nationwide provided input, feedback, and advice that has helped shape teacher-friendly, easy-to-navigate, and easy-to-use Teacher's Editions for the *Imagine It!* program.

Intuitive user features, clear organization, and at-a-glance icons make planning quicker and easier, letting you focus on teaching. Lessons on the key areas of reading, such as comprehension and vocabulary, are color-coded for easy planning.

Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension



Materials needed for each part of the lesson are clearly identified

In the Monitor Progress section, you'll find the various assessment opportunities for each day of the week

Explicit and systematic **phonics** exercises help students learn the association between the sounds of the language and the spellings

At-a-glance, you'll know the **five key areas of reading** and where each area is taught during the week's lessons

Fluency lessons focus on grouping words, punctuation, and expression to enable accurate and effortless reading

Research-based **vocabulary** instruction includes warm-ups, guided practice, reading, games, and assessments

Lesson 6-10 Lesson Planner Overview			
	Day 1	Day 2	Day 3
Preparing to Read	Daily Warm-Ups , p. T154 Phonemic Awareness , p. T155 Introduce the Sound/Spelling /g/ Spelled g, pp. T156-T157 Phonics , pp. T148-T159 Fluency/Reading a Decodable Book , pp. T160-T161	Daily Warm-Ups , p. T176 Phonemic Awareness , p. T177 Introduce the Sound/Spelling /j/ Spelled j and /d/ Spelled d, pp. T178-T179 Phonics , pp. T180-T183 Fluency/Reading a Decodable Book , pp. T184-T185	Daily Warm-Ups , p. T200 Phonemic Awareness , p. T201 Introduce the Sound/Spelling /u/ Spelled u, pp. T202-T203 Phonics , pp. T204-T207 Fluency/Reading a Decodable Book , pp. T208-T209
Reading and Responding	Build Background , p. T162 Preview and Prepare , p. T163 Building Vocabulary , p. T164 Reading Recommendations , p. T165 Where Animals Live Big Book 1 , pp. 26-37 Comprehension Strategies , pp. T166-T170 Discussing the Selection , pp. T172-T173 Vocabulary Review , p. T163 Print and Book Awareness Captions , p. T173	Reading Recommendations , p. T186 Where Animals Live Big Book 1 , pp. 26-37 Vocabulary Review , p. T187 Comprehension Skills Classifying and Categorizing, pp. T188-T190, T192 Reading with a Writer's Eye Using Examples, pp. T189, T191 Checking Comprehension , p. T193 Fine Art , p. T194 Science Connection , p. T195	Build Background , p. T210 Preview and Prepare , p. T211 Building Vocabulary , p. T212 Reading Recommendations , p. T213 Where Animals Live Big Book 2 , pp. 4-29 Comprehension Strategies , pp. T214-T227 Discussing the Selection , p. T228 Vocabulary Review , p. T229 Print and Book Awareness , p. T229
Language Arts	Writing Descriptions of Places Prewriting, p. T174 Penmanship Alphabet Practice: The Letters e and c, p. T175	Writing Descriptions of Places Prewriting, p. T196 Penmanship Alphabet Practice: The Letters e and c, p. T197 Grammar, Usage, and Mechanics Introduce: Possessive Nouns, pp. T198-T199	Writing Descriptions of Places Drafting, pp. T230-T231 Grammar, Usage, and Mechanics Review: Possessive Nouns, pp. T232-T233
Monitor Progress	Blending, p. T158 Blending, p. T159 Comprehension, p. T173	Blending, p. T181 Dictation, p. T182 Vocabulary, p. T187 Classify and Categorize, p. T189	Phonics, pp. T203, T205-T207 Vocabulary, p. T212 Comprehension, pp. T213, T227-T228 Writing, p. T231 Possessive Nouns, p. T233

Imagine It! helps you teach a variety of **comprehension** strategies and skills which students can use to make sense of text

Word play activities help students listen for, discriminate, and reproduce individual sounds, developing **phonemic awareness**

Teach students the basic processes, skills, and uses of **writing** through lessons that motivate, encourage, and inspire

Level 1 Teacher's Edition

Assessment with Meaningful Results

Imagine It! provides the tools to monitor progress and build students' skills. You'll receive meaningful results and direction to use with each student.

Maximize Student Performance and Meet AYP

Imagine It! provides a solid plan for meeting your AYP goals. Using the four-part assessment process, you will:

- Know for certain how each student is performing on the vital reading and language arts skills they need to demonstrate on high-stakes tests
- Use data to inform Differentiated Instruction for every student every day
- Know well before test day whether your class is meeting state standards so you can plan for additional instruction where needed

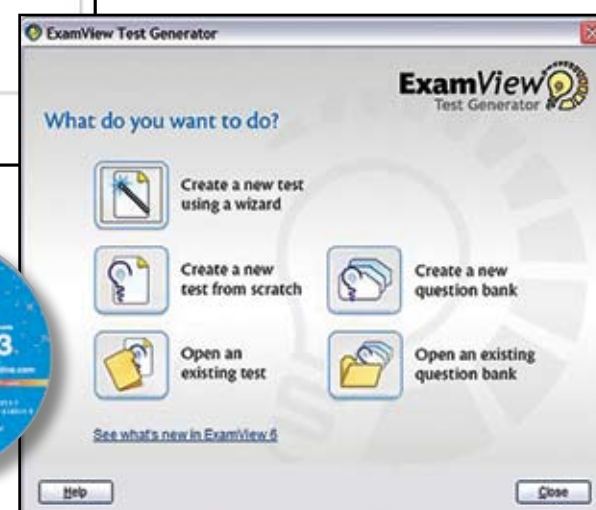
Wireless Generation® provides instructional recommendations tied to leading experts and the **Imagine It!** reading curriculum. Various reports are available including:

- Individual Student Reports
- Class Reports
- Administrative Reports

wireless generation®
mCLASS®:DIBELS®
Handheld-to-Web
Technology



eAssess Online (also available on CD-ROM)



eAssess CD-ROM with ExamView®
State-Specific Test Generator

Includes a library of instructional recommendations from leading experts, based on individual student scores and response patterns.



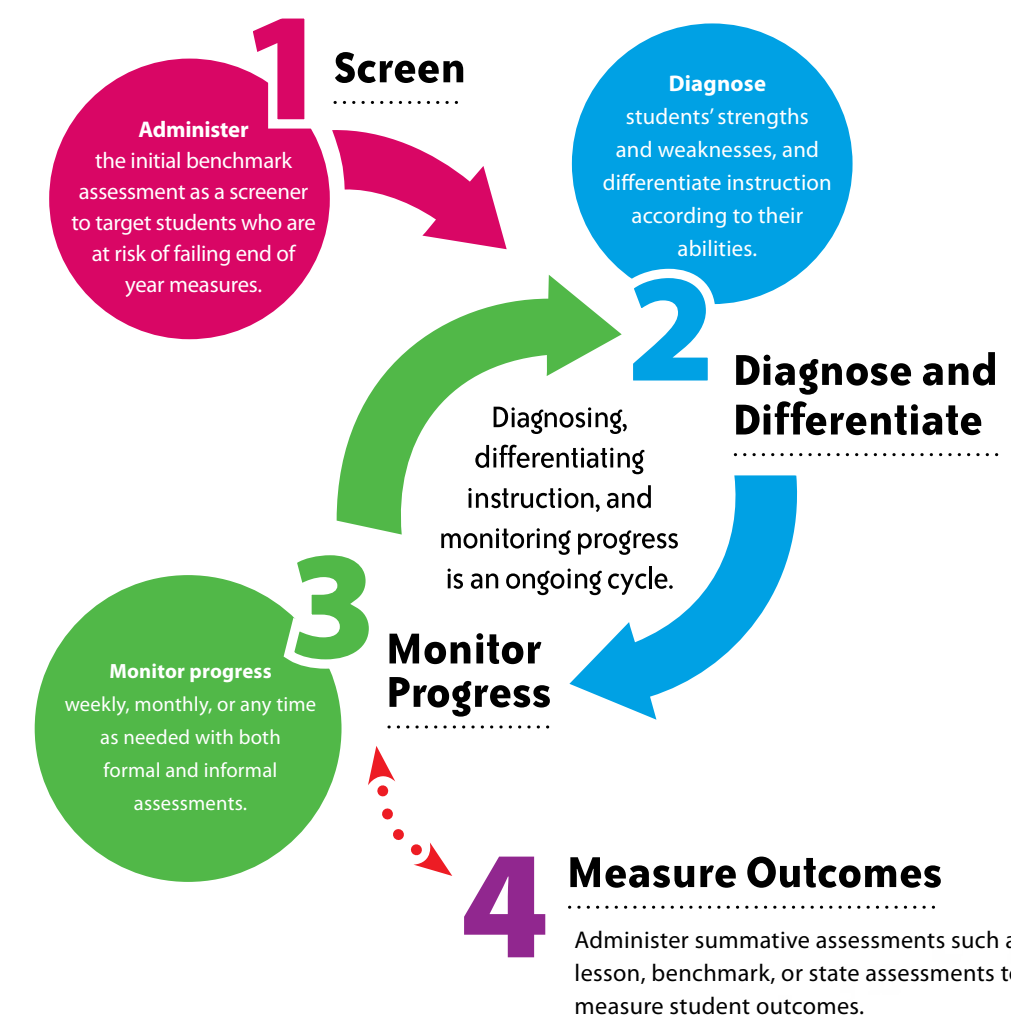
Imagine It! Features a Four-part, Ongoing Cycle of Assessment for Making AYP

Part 1: Screening

Benchmark assessments screen students for a meaningful view of their strengths and challenges at the beginning of instruction and at 6-week intervals. These tests gauge students' comprehension, which is needed to master high-stakes tests.

Part 2: Diagnose and Differentiate

The results of the lesson assessments, benchmark assessments, and informal observations determine individual and small group Differentiating Instruction activities. There are many Differentiating Instruction opportunities after assessment: Workshop Kit, Leveled Readers, and more.



Part 3: Monitor Progress

Weekly lesson assessments monitor students' skills in comprehension; vocabulary; word structure elements; phonics; oral fluency; writing; and grammar, usage, and mechanics. Use ExamView® to develop customized alternative assessments.

Part 4: Measure Outcomes

Measure student outcomes against state standards. Software is available for schools using Wireless Generation handhelds for the TPRI and DIBELS.

wireless generation®
mCLASS® DIBELS®

Imagine It!

Reach Every Learner at Every Level

From your top performers who need an extra challenge to those who continue to struggle, you'll ensure every student in your classroom reads, writes, and communicates effectively with Differentiated Instruction.

Imagine It! has integrated lesson plans and components to help maximize your students' performance. During your daily reading block, you'll devote part of your class time to Workshop, where students work in small groups at the level of instruction and activity to meet their individual needs.

Manage them all with help from the Differentiating Instruction plans provided in **Imagine It!**

Suggestions are provided for learners at four differing levels of ability

Preparing to Read readies students for the selection to come

Reading and Responding prepares students with key reading concepts and offers instruction in vocabulary, comprehension strategies, and comprehension skills

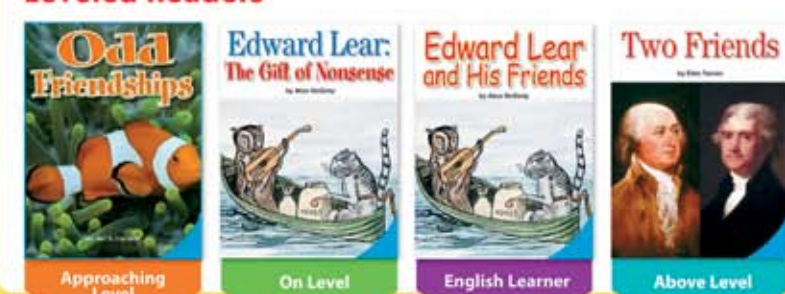
Language Arts gives students additional practice in core spelling and writing instruction

Lesson 3 Overview			
Differentiating Instruction for Workshop			
Day 5			
Approaching Level	On Level	English Learner	Above Level
Preparing to Read Word Structure: Review the word lines. Then have students read eDecodable Story "More Clow!" Have students read the High-Frequency Flash Cards with a partner.	Word Structure: Have students read other materials while looking for contractions.	Word Structure: Review the word lines. Then have students read eDecodable Story "More Clow!" Have students read the High-Frequency Flash Cards with a partner.	Word Structure: Have students read other materials while looking for contractions.
Reading and Responding Vocabulary: Have students create three questions that contain three of the vocabulary words and exchange them with a partner. Have students write their answers. Comprehension: Have students create how or why review questions for the story, and then trade questions with a partner. Have students answer each other's questions. Fluency: Have students write answers to comprehension questions from <i>Leveled Readers</i> .	Vocabulary: Have students complete an eSkills vocabulary activity. Comprehension: Have students write a summary of "Good-bye 382 Shin Dang Dong." Fluency: Have students select a book to read to read silently.	Vocabulary: Help students review and categorize the vocabulary words. Comprehension: Have students review the other selections read so far in this unit. Have students write a paragraph explaining which selections required that they adjust their reading speed for better understanding. Fluency: Have students use vocabulary from <i>Leveled Readers</i> in extended sentences.	Vocabulary: Have students write a story using the selection vocabulary words. Comprehension: Have students review the other selections read so far in this unit. Have students write a paragraph explaining which selections required that they adjust their reading speed for better understanding. Fluency: Have students create a play from the story to use with reader's theater.
Language Arts Writing: Have students conference with a small group of peers. Have them take notes in their Writer's Notebooks. Spelling: Have students copy this week's spelling list on paper, and then circle the sound/ spellings from this lesson.	Writing: Have students conference with a peer. Have them keep notes for revision in their Writer's Notebooks. Spelling: Have students write the spelling words in ABC order on a piece of paper.	Writing: Use the <i>English Learner Support Guide</i> for support activities. Have students conference with a peer. Spelling: Have students write three sentences using two spelling words each.	Writing: Have students conference with peers. Have them ask questions such as: Does the story follow a logical pattern? Do my descriptions make my characters seem real? Does my story contain a beginning, middle and end? Spelling: Have students write six contractions that were not in this lesson on a sheet of paper.

T194 Theme: Friendship

Resources for Differentiating Instruction

Leveled Readers



Additional Skills Practice

Approaching Level	On Level	English Learner	Above Level
Reteach • /j/, /i/, and Long Vowels, p. 13 • Contractions, p. 14 • Selection Vocabulary, p. 15 • Author's Point of View, pp. 16-17 • Spelling, p. 18 • Subject and Predicate, p. 19	Skills Practice 1 • /j/, /i/, and Long Vowels, pp. 33-34 • Contractions, pp. 35-36 • Selection Vocabulary, pp. 37-38 • Author's Point of View, pp. 39-40 • Fantasy Story, pp. 41-42 • Spelling, pp. 43-44 • Subject and Predicate, pp. 45-46	English Learner Support Activities <i>English Learner Support Activities</i> , Unit 1 Lesson 3	Challenge Activities • /j/, /i/, and Long Vowels, p. 12 • Contractions, p. 13 • Selection Vocabulary, p. 14 • Author's Point of View, p. 15 • Spelling, p. 16 • Subject and Predicate, p. 17

Unit 1 - Lesson 3 T195

Additional Skills Practice directs you to other resources leveled for student need

Imagine It! provides the resources, activities, and materials you need to reach and engage every learner at every level:

- **Differentiating Instruction Workshop Planner** provides ideas, activities, online, and workbook resources
- **Workshop** time for small group instruction
- **Workshop Kit** filled with manipulatives, games, and activities for connected skills practice
- **Leveled Readers** build fluency, vocabulary, and comprehension skills
- **Leveled Readers for Science and Social Studies** incorporate cross-curricular content
- **Curriculum Connections** to science, social studies, math, art and artists, and includes functional reading
- **Assessment** provides the data to inform instruction
- **English Learners** receive the additional support they need for success
- **Intervention, Challenge, and Reteach** materials

The **Workshop Kit** contains hands-on activities such as manipulatives, game boards, and alphabet letters to provide students with fun yet meaningful practice, reteach, and intervention opportunities.



Imagine It!

Intervention for Struggling Students

Every classroom has students who struggle with reading and language arts. The intervention strategies throughout *Imagine It!* ensure you meet them where they are and move them forward toward reading proficiency.

- Intervention Guide
- Intervention Workbook
- Intervention Annotated Teacher's Editions
- Intervention Blackline Masters



Intervention Resources

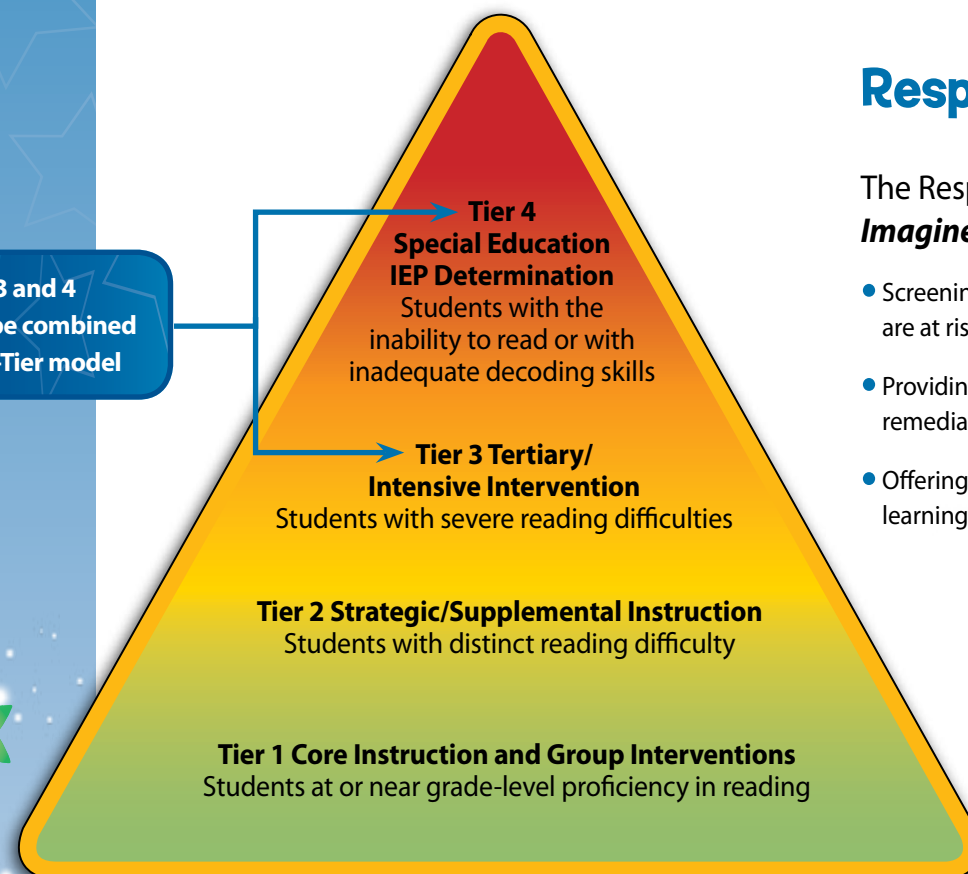
Response to Intervention

The Response to Intervention (RtI) plan in *Imagine It!* focuses on:

- Screening students early to determine which students are at risk
- Providing a framework to define the intensity of remediation required to bring students up to grade level
- Offering earlier, more relevant help for students at risk for learning problems and placement in Special Education



Tiers 3 and 4 may be combined in a 3-Tier model



Teach the Skills that Translate to English Language Proficiency

The challenges you face in today's classroom include a growing population of students whose first language is not English. Both teachers and English Learners need additional and specific support to be successful.

- English Learner strategies outlined in the Differentiated Instruction lesson planner in each unit of the Teacher's Editions
- English Learner Support Guide
- English Learner Support Activities
- English Learner Support Annotated Teacher's Editions
- English Learner Support Blackline Masters
- Opportunities to pre-teach and teach vocabulary and concepts using a Realia Kit and the *SRA Photo Library* for visual representations
- English Learner Leveled Readers for extra practice and to build confidence reading in English

For more intense and widespread English Learner needs, your school or district should consider *¡Imaginalo!* the Spanish-language program parallel to *Imagine It!*



English Language Resources and Leveled Readers for English Learners

¡Imaginalo! A Complete Curriculum for Spanish Speakers

Lay a strong foundation for your English Learners with *¡Imaginalo!* It provides the resources and strategies you need to teach reading, writing, and communication skills to Spanish-speaking students.

The program parallels *Imagine It!* in theme, content, instructional philosophy, and materials.

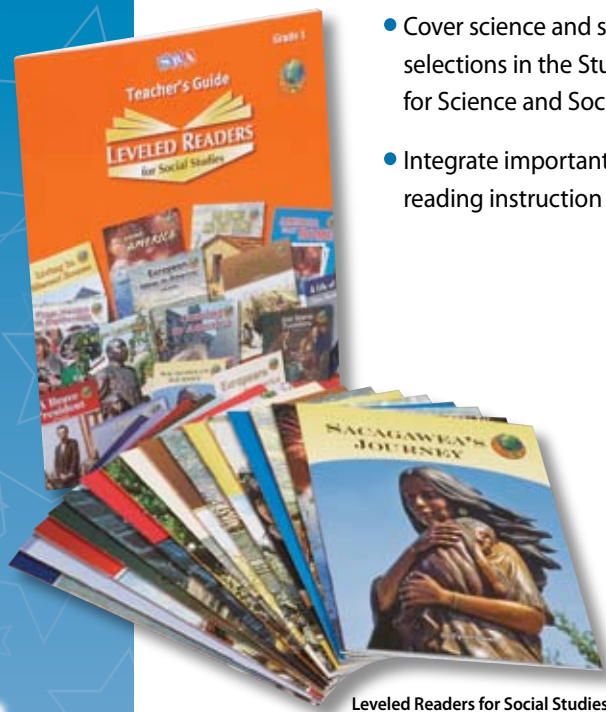


¡Imaginalo!



Integrated Ways To Make Cross-Curricular Connections

Make the most of your reading block by incorporating connections to science, social studies, math, fine arts, and more.



- Cover science and social studies topics through Inquiry selections in the Student Readers and Leveled Readers for Science and Social Studies.
- Integrate important cross-curricular concepts into your regular reading instruction with Curriculum Connections Kits.

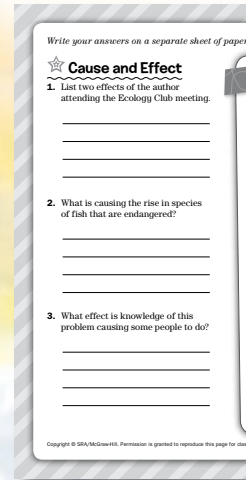


Leveled Readers for Science

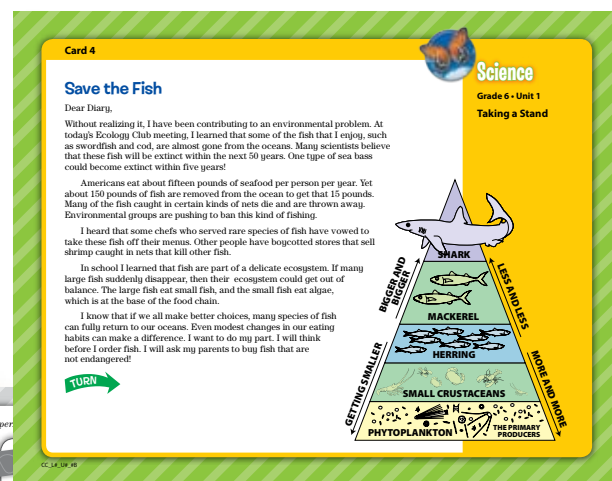
- Curriculum Connections Kits contain engaging activity cards with selections relating to math, science, social studies, and art.
- Students are exposed to functional reading involving interpreting visuals such as charts, graphs, and maps.



Leveled Readers for Social Studies



Curriculum Connections Cards



Practice Builds Fluency, Vocabulary, and Comprehension



Leveled Readers are an important part of the Differentiating Instruction strategies in *Imagine It!* Reach every learner in your classroom with fiction and nonfiction reading selections that enhance fluency, vocabulary, and comprehension.

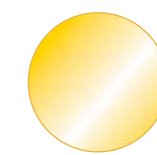
- Appropriate for independent and small group reading
- Engaging and interesting topics related to the unit theme
- Categorized into four groups to provide the appropriate challenge for each student
- Incorporate science and social studies content
- Selections designed to provide the content, length, and reading levels to build core reading skills



Approaching Level:
One grade level below students' current grade



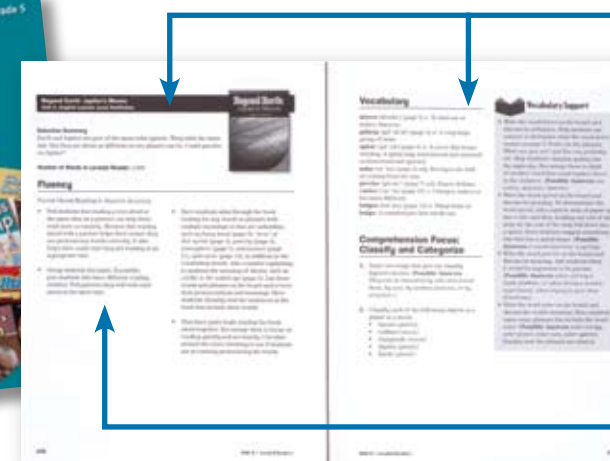
On Level:
At grade level readers



English Learner:
Readers for English Learner students to build confidence in reading in English



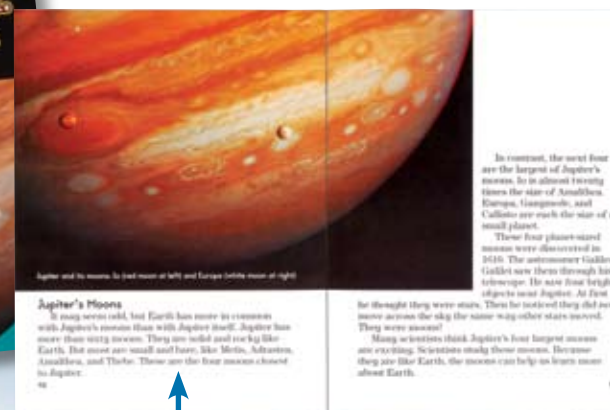
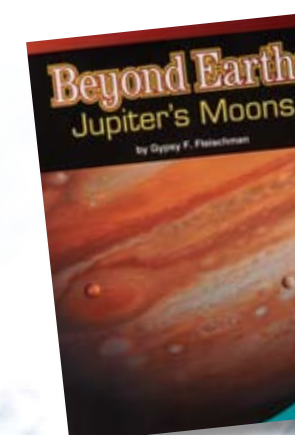
Above Level:
One grade level above students' current grade



Leveled Readers Teacher's Guide

Two-page lesson for each Student Reader with fluency strategy that covers dialogue, punctuation, headings, and other fluency elements

Individual oral fluency assessments that provide qualitative information about each student's reading ability and help identify students' strengths and weaknesses to inform reading instruction



Leveled Reader

Science and social studies content covered for cross-curricular connections

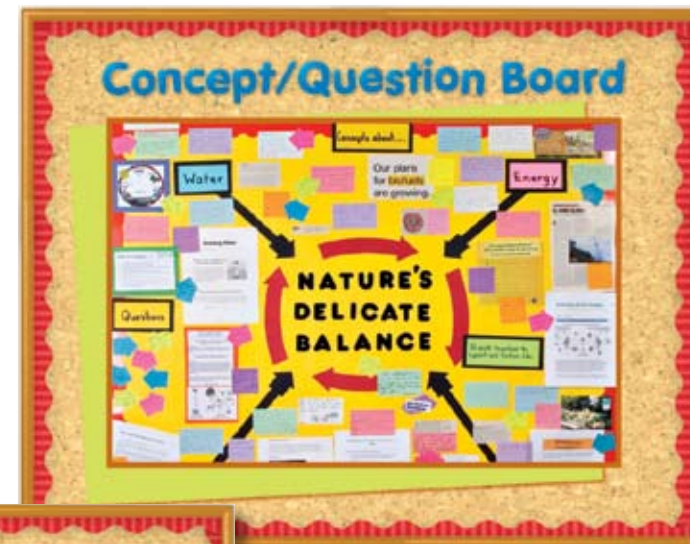
Fiction and nonfiction stories to cover a diverse range of high-interest topics

Inquiry: Teach Them to Question, Investigate, and Explore

When students are encouraged to explore their surroundings and the world, they become inquisitive, build vibrant imaginations, and develop into active learners.

Imagine It! has a strong Inquiry Strand that engages students in research and investigation.

- Begin each unit with student-led discussions.
- Students develop higher-order thinking skills as they generate questions and research their own answers.
- Students present their findings using communication skills they have learned through the lessons.
- Along the way, students develop effective thinking and investigation habits for life.



Throughout each unit, use the **Concept/Question Board** to visually cue and encourage your class to postulate, hypothesize, question, and research.

Using the Inquiry Planner

Students will research the theme Friendship using the steps below.

Steps		Models
Week 1	STEP 1 Generate ideas and questions for the Concept/Question Board.	MODEL 1 What makes friends different from family? Why do people want friends?
Week 2	STEP 2 Decide on a problem or question to research.	MODEL 2 How can friends keep a long-distance friendship?
Week 3	STEP 3 Formulate an idea or a conjecture about the problem or question.	MODEL 3 Long-distance friends can stay friends by writing often.
	STEP 4 Identify needs and make plans.	MODEL 4 I need personal information. I will interview someone.
Week 4	STEP 5 Collect facts and use new information to reevaluate the problem or question.	MODEL 5 While apart, Beauty and Beast kept their friendship alive by thinking about each other, not writing.
Week 5	STEP 6 Continue collecting facts and confirm or revise the conjecture.	MODEL 6 Writing regularly is not the only way to stay friends.
Week 6	STEP 7 Create a presentation and share information.	MODEL 7 I will share a story about my friend who moved away.
	STEP 8 Identify new questions.	MODEL 8 What other ways can friends maintain a long-distance friendship?

The **Inquiry Planner** in the Teacher's Editions uses a strategic process with formatted steps for conducting activities with your students.



The **eInquiry** online tool walks students through electronic investigations of content related to unit topics.



The Tools You Need and the Resources You Want

Built-in support for teaching every skill in the program:

Core Materials		PK	K	1	2	3	4	5	6
	Big Book Package	•	•	•	•	•	•	•	•
	First Reader		•	•	•	•	•	•	•
	Getting Started Reader		•	•	•	•	•	•	•
	Student Readers		•	•	•	•	•	•	•
	Exploring Sounds and Letters Kit	•	•	•	•	•	•	•	•
	Phonemic Awareness and Phonics Kit		•	•	•	•	•	•	•
	Phonics Kits		•	•	•	•	•	•	•
	Language Arts Big Books		•	•	•	•	•	•	•
	Language Arts Handbooks		•	•	•	•	•	•	•
	Skills Practice Workbooks 1 & 2		•	•	•	•	•	•	•
	Pre-Decodable and Decodable Takehomes (Pkg. of 25)	•	•	•	•	•	•	•	•
	Decodable Stories Takehomes (Pkg. of 25)		•	•	•	•	•	•	•
	Home Connections	•	•	•	•	•	•	•	•
Core Teacher Materials		PK	K	1	2	3	4	5	6
	Teacher's Editions	•	•	•	•	•	•	•	•
	Skills Practice Blackline Masters 1 & 2		•	•	•	•	•	•	•
	Skills Practice Annotated Teacher Editions 1 & 2		•	•	•	•	•	•	•
Assessment		PK	K	1	2	3	4	5	6
	Assessment Blackline Masters	•	•	•	•	•	•	•	•
	Benchmark Assessment Blackline Masters		•	•	•	•	•	•	•
	Lesson Assessment Blackline Masters		•	•	•	•	•	•	•
	Lesson Assessment Annotated Teacher's Editions		•	•	•	•	•	•	•
	Assessment Blackline Masters CD-ROM		•	•	•	•	•	•	•
Alternate Formats		PK	K	1	2	3	4	5	6
	Little Big Book Packages	•	•	•	•	•	•	•	•
	Read Aloud Collections		•	•	•	•	•	•	•
	Read Aloud Anthology		•	•	•	•	•	•	•
	Story Time Collections		•	•	•	•	•	•	•
	Trade Books	•	•	•	•	•	•	•	•
	Listening Library CDs	•	•	•	•	•	•	•	•
	Leveled Readers Packages		•	•	•	•	•	•	•
	Pre-Decodable and Decodable Takehomes	•	•	•	•	•	•	•	•
	Pre-Decodable and Decodable Takehome Blackline Masters	•	•	•	•	•	•	•	•
	Decodable Stories Takehomes		•	•	•	•	•	•	•
Phonics and Word Structure		PK	K	1	2	3	4	5	6
	Alphabet Card Desk Strips		•	•	•	•	•	•	•
	Sound/Spelling Card Desk Strips		•	•	•	•	•	•	•
	Preparing to Read Lesson Cards		•	•	•	•	•	•	•
	Transparencies		•	•	•	•	•	•	•

Differentiating Instruction		PK	K	1	2	3	4	5	6
	Intervention Guide		•	•	•	•	•	•	•
	Intervention Blackline Masters		•	•	•	•	•	•	•
	Intervention Annotated Teacher's Editions		•	•	•	•	•	•	•
	Challenge Activities		•	•	•	•	•	•	•
	Reteach Blackline Masters		•	•	•	•	•	•	•
	Reteach ATE		•	•	•	•	•	•	•
	English Learner Support Guide		•	•	•	•	•	•	•
	English Learner Support Blackline Masters		•	•	•	•	•	•	•
	English Learner Support Annotated Teacher's Editions		•	•	•	•	•	•	•
	English Learner Realia Kit	•	•	•	•	•	•	•	•
Cross-Curricular Connections		PK	K	1	2	3	4	5	6
	Curriculum Connections Kit		•	•	•	•	•	•	•
	Leveled Readers for Science		•	•	•	•	•	•	•
	Leveled Readers for Social Studies		•	•	•	•	•	•	•
Online		PK	K	1	2	3	4	5	6
	ePlanner	•	•	•	•	•	•	•	•
	ePresentation	•	•	•	•	•	•	•	•
	eTeacher's Editions	•	•	•	•	•	•	•	•
	eAssess		•	•	•	•	•	•	•
	eInquiry		•	•	•	•	•	•	•
	eFluency		•	•	•	•	•	•	•
	eStudent Reader		•	•	•	•	•	•	•
	eSkills & eGames	•	•	•	•	•	•	•	•
	ePre-Decodables and Decodables	•	•	•	•	•	•	•	•
	eDecodable Stories		•	•	•	•	•	•	•
	eSuite for Teachers	•	•	•	•	•	•	•	•
CD-ROMs		PK	K	1	2	3	4	5	6
	eFrom A to Z	•	•	•	•	•	•	•	•
	eAlphabet Book		•	•	•	•	•	•	•
	eAssess		•	•	•	•	•	•	•
	eBackground Builders	•	•	•	•	•	•	•	•
	ePre-Decodables and Decodables	•	•	•	•	•	•	•	•
	eDecodable Stories		•	•	•	•	•	•	•
	ePlanner	•	•	•	•	•	•	•	•
	ePresentation	•	•	•	•	•	•	•	•
	eSkills & eGames	•	•	•	•	•	•	•	•
	eStudent Reader		•	•	•	•	•	•	•
	eTeacher's Editions	•	•	•	•	•	•	•	•
	eSuite for Teachers	•	•	•	•	•	•	•	•
Professional Development		PK	K	1	2	3	4	5	6
	Administrator's Guide	•	•	•	•	•	•	•	•
	Assessment Guide	•	•	•	•	•	•	•	•
	Comprehension Guide	•	•	•	•	•	•	•	•
	Inquiry Guide	•	•	•	•	•	•	•	•
	Phonics Guide	•	•	•	•	•	•	•	•
	Vocabulary Guide	•	•	•	•	•	•	•	•
	Workshop Guide	•	•	•	•	•	•	•	•
	Writing Guide	•	•	•	•	•	•	•	•
	Online Professional Development	•	•	•	•	•	•	•	•

Integrated Technology Makes Teaching Easier and Learning Fun!

Imagine It! gives you more ways to reduce planning and prep time by integrating technology into your instruction. You'll maximize student power with the complete eSuite, but components also are available individually and/or on CD-ROM.

Introduce students to technology early so they develop as savvy and capable users, and you'll discover they also find practice and homework more fun!

The technology components include:

- **ePlanner** (also available on CD-ROM)

Customize your **Imagine It!** lesson plan for the school year, identify state standards covered in each lesson, add lessons to your calendar, search for specific lessons, print, e-mail, export plans, and more.

- **eAssess** (also available on CD-ROM)

Quickly build tests with immediate scoring and data collection with the Progress Reporter online assessment tool. Remediate where needed on state standards with Standards Reports, Graphical Reports, and Instruction Planner Reports.

- **eSkills & eGames** (also available on CD-ROM)

Encourage students to build vital reading skills like phonics, spelling, vocabulary, and writing while they're having fun playing online games and engaging in online, interactive reading activities.

- **ePre-Decodables and Decodables** (also available on CD-ROM)

- **eDecodable Stories** (also available on CD-ROM)

- **eBackground Builders** (also available on CD-ROM)

Build background knowledge as students begin each unit with these short videos.

- **eStudent Reader** (also available on CD-ROM)

- **eFrom A to Z** (also available on CD-ROM)

- **eAlphabet Book** (also available on CD-ROM)



SRA Imagine It!

- **eTeacher's Editions** (also available on CD-ROM)

Use these interactive versions of the **Imagine It!** Teacher's Editions as time-saving tools to plan lessons and access resources ahead of time.

- **ePresentation** (also available on CD-ROM)

Presenting your whole group lessons online is easier on you and more intriguing for your students. Interactively engage your students by promoting group response, use teacher tips as a guide to present the lesson material, and explore the Toolbox for valuable resources.

- **Interactive White Board™ Tools**

Turn your standard classroom white board into a user-friendly technology tool.

- **eFluency**

Engaging activities enable your students to read and record passages taken from the Leveled Readers.

- **eInquiry**

These effective Inquiry-based activities promote successful problem-solving and creative thinking skills. Students will use research methods introduced throughout **Imagine It!** to complete the fun and exciting online projects.

- **Online Professional Development**

Receive additional teacher support and resources while furthering your education with the Online Professional Development series.

Pre-K

Reading selections include fiction, nonfiction, songs, poems, folktales, and fairy tales.

Used Throughout the School Year:

Over in the Meadow (Big Book)
From A to Z (Big Book)

Unit 1: I'm Special!

Here Are My Hands by Bill Martin Jr. and John Archambault
I Like Me! by Nancy Carlson
It's Okay to Be Different by Todd Parr
Dog Eared by Amanda Harvey
Growing (Poem)
Everybody Says (Poem)
Cinderella (Fairy Tale)
The Ugly Duckling (Folktales)

Unit 2: Families Everywhere

Families by Abbie Cole
Daisy and the Egg by Jane Simmons
Treasure Hunt by Allan Ahlberg
Fireflies for Nathan by Shulamith Levey Oppenheim
Knock, Knock (Poem)
Little (Poem)
Goldilocks and the Three Bears (Folktales)
The Three Billy Goats Gruff (Folktales)

Unit 3: All Kinds of Friends

Who Is a Friend? by Lisa Trumbauer
Hi, Harry! by Martin Waddell
Simon and Molly plus Hester by Lisa Jahn-Clough
I Love You, Blue Kangaroo! by Emma Chichester Clark
A New Friend (Poem)
Near and Far (Poem)
The Lion and the Mouse (Folktales)
Dove and Bee (Folktales)

Unit 4: Helping Hands

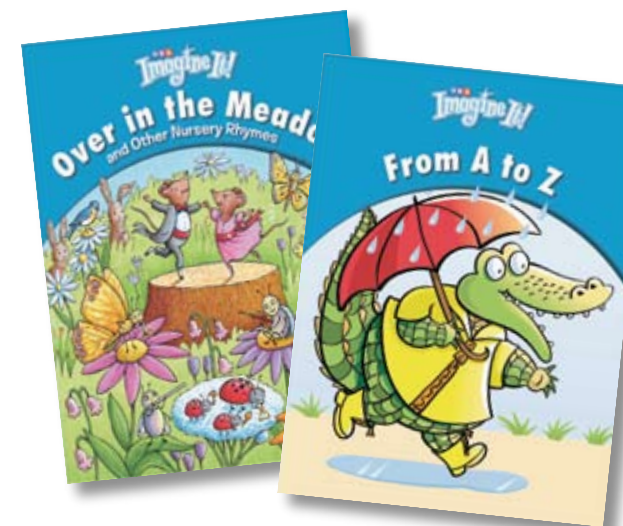
Firefighters by Alison Behnke
Guess Who? by Margaret Miller
Larabee by Kevin Luthardt
Preschool to the Rescue by Judy Sierra
Fire Truck (Poem)
Helpers (Poem)
The Elves and the Shoemaker (Fairy Tale)
The Bundle of Sticks (Folktales)

Unit 5: Sunshine and Snowflakes

Jump into January by Stella Blackstone
Wake Up, It's Spring! by Lisa Campbell Ernst
A Bunny for All Seasons by Janet Schulman
When Winter Comes by Nancy Van Laan
Little Seeds (Poem)
Rain of Leaves (Poem)
The Ant and the Grasshopper (Folktales)
The Arrival of the Cicadas (Folktales)

Unit 6: It Makes Sense!

My Five Senses by Margaret Miller
My Cat Tuna by Lynn Reiser
Rain by Many Stojic
The Seals on the Bus by Lenny Hort
Five Little Senses (Poem)
Here It Comes (Poem)
The Princess and the Pea (Folktales)
The First Flute (Folktales)



Unit 7: Animal Fun

If You're Happy and You Know It! by Jane Cabrera
Hello, Hello! by Miriam Schlein
If You Take a Mouse to School by Laura Numeroff
Old MacDonald had a Woodshop by Lisa Shulman
Monkey and Me (Poem)
Walking Round the Zoo (Poem)
James and the Dancing Sheep (Folktales)
The Bremen Town Musicians (Folktales)

Unit 8: Let's Go!

On the Go by Lisa Trumbauer
The Little School Bus by Carol Roth
Duck on a Bike by David Shannon
I Love Trains! by Philemon Sturges
Traffic Jam (Poem)
Trains (Poem)
Thinking One Can (Folktales)
The Tortoise and the Hare (Folktales)

Unit 9: Little by Little

The Apple Pie Tree by Zoe Hall
Some Things Change by Mary Murphy
Growing Like Me by Anne Rockwell
Moonbear's Pet by Frank Asch
Growing Up (Poem)
Melting (Poem)
The Ant and the Butterfly (Folktales)
Beaver's New Tail (Folktales)

Unit 10: At the Farm

Farm Animals by Angela Royston
Wake Up, Farm! by Alvin Tresselt
Dora's Eggs by Julie Sykes
Inside a Barn in the Country by Alyssa Satin Capucilli
Who Said, "Moo"? (Poem)
New Chicks (Poem)
Johnny and the Three Goats (Folktales)
The Girl Who Cried Wolf (Folktales)



Kindergarten

Reading selections include fiction, nonfiction, short stories, songs, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Used Throughout the School Year:

Alphabet Book (Big Book)

Pickled Peppers (Big Book)

Unit 1: Off to School

Amelia's Show-and-Tell Fiesta

by Mimi Chapra (Read Aloud)

Look Out Kindergarten, Here I Come! by Nancy Carlson

Kindergarten Rocks! by Loris Lesynski (Poem)

Boomer Goes to School by Constance W. McGeorge

The 1st Day of School by Jenny Whitehead (Poem)

On the Way to School by Jan Mader

(Social Studies Lap Book)

Chrysanthemum by Kevin Henkes

(Story Time Collection)

Unit 2: Patterns

Lots and Lots of Zebra Stripes: Patterns in Nature

by Stephen R. Swinburne (Read Aloud)

Patterns in the Park by Lisa Bruce

Dainty Lady by Heidi B. Roemer (Poem)

Old Bear's Surprise Painting by Jane Hissey

Mrs. Zebra by Loris Lesynski (Poem)

Smelly or Soft: Zoologists Study Them All

by Joyce Brooks (Science Lap Book)

Leaf Man by Lois Ehlert (Story Time Collection)

Unit 3: Finding Friends

Big Al by Andrew Clements (Read Aloud)

Friendship by Cynthia Klingel and Robert B. Noyed

A Friend for Me by Kathleen M. Hollenbeck (Poem)

Ginger by Charlotte Voake

Making Friends by Eloise Greenfield (Poem)

Benjamin Franklin by Kathryn Stalter

(Social Studies Lap Book)

Don't Need Friends by Carolyn Crimi

(Story Time Collection)

Unit 4: By the Sea

Where Land Meets Sea by Allan Fowler (Read Aloud)

The Ocean by Alan Baker

The Sea's Treasures by Daphne Lister (Poem)

Humphrey the Lost Whale by Wendy Tokuda
and Richard Hall

The Seahorse by Douglas Florian (Poem)

Water, Water, Everywhere! by George Armann
(Science Lap Book)

Hello Ocean/Hola Mar by Pam Muñoz Ryan

(Story Time Collection)

Unit 5: Stick to It

Bunny Cakes by Rosemary Wells (Read Aloud)

Grandma Lena's Big Ol' Turnip by Denia Lewis Hester

Whistling by Jack Prelutsky (Poem)

Tillie and the Wall by Leo Lionni

To Catch a Fish by Eloise Greenfield (Poem)

People Just Like You and Me by Thomas Hyland

(Social Studies Lap Book)

Wanda's Roses by Pat Brisson (Story Time Collection)

Unit 6: My Shadow

What Makes a Shadow? by Clyde Robert Bulla (Read Aloud)

Shadows by Lisa Zimmerman

Shadow/Sombra by Jorge Argueta (Poem)

Bear Shadow by Frank Asch

Hide-and-Seek Shadow by Margaret Hillert (Poem)

Sunny Sky, Starry Sky by Jeffrey Smith (Science Lap Book)

Nothing Sticks Like a Shadow by Ann Tompert

(Story Time Collection)



Unit 7: Teamwork

Mr. McGill Goes to Town by Jim Aylesworth (Read Aloud)

Cooperation by Kathryn Kyle

Cleaning Up the Block by Lois Lenski (Poem)

Swimmy by Leo Lionni

Cooperation by Kathleen Hollenbeck (Poem)

Everyone Needs a Grocery Store by Amanda Simmons
(Social Studies Lap Book)

The Little Red Hen by Paul Galdone (Story Time Collection)

Unit 8: Ready, Set, Grow!

What's Alive? by Kathleen Weidner Zoehfeld (Read Aloud)

A Tree Is a Plant by Clyde Robert Bulla

Trees by Paul Paolilli and Dan Brewer (Poem)

Becoming Butterflies by Anne Rockwell

Something About Me by Anonymous (Poem)

All Living Things by Matthew Slade (Science Lap Book)

Zinnia's Flower Garden by Monica Wellington

(Story Time Collection)

Unit 9: Red, White, and Blue

America Is... by Louise Borden (Read Aloud)

F Is for Flag by Wendy Cheyette Lewison

Celebrate by Heidi B. Roemer (Poem)

Hats Off for the Fourth of July! by Harriet Ziefert

America the Beautiful by Katharine Lee Bates (Poem)

Rules Keep Us Safe! by David Sheward
(Social Studies Lap Book)

The American Wei by Marion Hess Pomeranc
(Story Time Collection)

Unit 10: Windy Days

Can You See the Wind? by Allan Fowler (Read Aloud)

Gilberto and the Wind by Marie Hall Ets

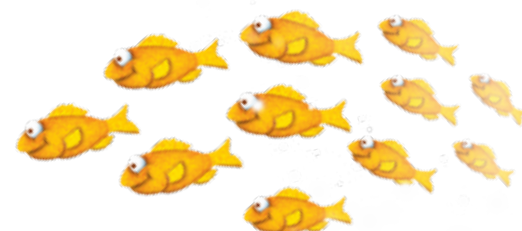
Go Wind by Lilian Moore (Poem)

What Happens When Wind Blows? by Daphne Butler

Crick! Crack! by Eve Merriam (Poem)

So Much Is Moving by John Mader (Science Lap Book)

Wind Says Good Night by Katy Rydell
(Story Time Collection)



Level 1

Reading selections include fiction, nonfiction, short stories, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Used Throughout the School Year:

Rhyme Stew (Big Book)

Unit 1: Back to School

First Day Jitters by Julie Danneberg (Read Aloud)

Back to School by Maya Ajmera and John D. Ivanko (Big Book)

And the Answer Is...? by Carol Diggory Shields (Poem)

Suki's Kimono by Chieri Uegaki

Wolf! by Becky Bloom

School Then and Now by Robin Nelson

School Bus by Lee Bennett Hopkins (Poem)

Unit 2: Where Animals Live

Animal Habitats: The Best Home of All

by Nancy Pemberton (Read Aloud)

Red-Eyed Tree Frog by Joy Cowley (Big Book)

Under the Ground by Rhoda W. Bacmeister (Poem)

Day and Night in the Desert by the editors of *Click Magazine*

Animals Black and White by Phyllis Limbacher Tildes

Polar Bears by Jacqueline S. Cotton

BARN by Steven Schnur (Poem)

EGGS by Steven Schnur (Poem)

Unit 3: I Am Responsible!

Mañana, Iguana by Ann Whitford Paul (Read Aloud)

Responsibility by Lucia Raatma (Big Book)

What Does It Mean to Be Responsible?

by Kathleen M. Hollenbeck (Poem)

Arthur's Pet Business by Marc Brown

Pigsty by Mark Teague

Talking about Our Environment by Malcolm Penny

When I Get Up in the Morning by Clive Webster (Poem)

Unit 4: Our Neighborhood at Work

What I Want to Be by P. Mignon Hinds (Read Aloud)

Everybody Works by Shelly Rotner and Ken Kreisler (Big Book)

Worksong by Gary Paulsen (Poem)

Quinito's Neighborhood by Ina Cumpiano

Firefighters by Jan Mader

A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan

Wake Up! by Eva Grant (Poem)

Unit 5: What's the Weather?

I Call It Sky by Will C. Howell (Read Aloud)

When a Storm Comes Up by Allan Fowler (Big Book)

Listen to the Rain by Bill Martin Jr. and John Archambault (Poem)

On the Same Day in March: A Tour of the World's Weather

by Marilyn Singer

Clouds, Rain, Snow, and Ice (First Reader)

A Good Day for Kites

Deserts

Snow Is Good!

Hurricanes



Unit 6: North, South, East, West

The Way to Captain Yankee's by Anne Rockwell (Read Aloud)

Me on the Map by Joan Sweeney (Big Book)

Classroom Globe by Rebecca Kai Dotlich (Poem)

Looking at Maps and Globes by Carmen Bredeson

A Trip to Grandma's House (First Reader)

The Special Day

Sam's Map

Our Class Trip

The Zoo Trip

Unit 7: I Think I Can

Franklin Rides a Bike by Paulette Bourgeois (Read Aloud)

The Kite by Arnold Lobel (Student Reader)

All about Kites (Social Studies Inquiry)

The Little Engine That Could by Watty Piper

Riddles by Eloise Greenfield (Poem)

Wheels (Science Inquiry)

The Itsy Bitsy Spider by Iza Trapani

The Tortoise and the Hare retold by Nigel St. John IV

Wintertime (Social Studies Inquiry)

Winners Never Quit! by Mia Hamm

The Way to Succeed (Social Studies Inquiry)

Unit 8: Away We Grow!

Cactus Hotel by Brenda Z. Guiberson (Read Aloud)

How a Seed Grows by Helene J. Jordan (Student Reader)

How Seeds Grow (Science Inquiry)

The Garden by Arnold Lobel

Saguaro by Frank Asch (Poem)

The Gazette (Science Inquiry)

Green and Growing: A Book about Plants

by Susan Blackaby

Cacti and Pine Trees (Science Inquiry)

Flowers by Patricia Whitehouse

Flowers at Night by Aileen Fisher (Poem)

Living and Nonliving Things (Science Inquiry)

Plants That Eat Animals by Allan Fowler

What Do Birds Eat? (Science Inquiry)

Unit 9: Home, Sweet Home

A House Is a House for Me by Mary Ann Hoberman (Read Aloud)

Homes by Abby Jackson (Student Reader)

Strong Homes (Science Inquiry)

Homes Around the World by Deborah Eaton

Building a House by Byron Barton

Then and Now (Social Studies Inquiry)

The White House by Lloyd G. Douglas

Snail's Pace by Aileen Fisher (Poem)

Vote for the President! (Social Studies Inquiry)

Finding Shelter by Daphne Butler

Home by Kathleen M. Hollenbeck (Poem)

The Hope Town News (Science Inquiry)

This House Is Made of Mud by Ken Buchanan

A Home for Everyone (Social Studies Inquiry)

Unit 10: I Am Brave

The Bravest of the Brave by Shutta Crum (Read Aloud)

My Brother Is Afraid of Just About Everything

by Lois Osborn (Student Reader)

A Trip to the Ocean (Social Studies Inquiry)

There's a Big, Beautiful World Out There!

by Nancy Carlson

Night Comes by Beatrice Schenk de Regniers (Poem)

World Festival (Social Studies Inquiry)

Clyde Monster by Robert L. Crowe

The Mice in Council retold by Maria Vasquez

Frozen Fruit Treats (Science Inquiry)

Ira Sleeps Over by Bernard Waber

What Will You Be? (Social Studies Inquiry)



Level 2

Reading selections include fiction, nonfiction, short stories, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Unit 1: Kindness

Because of You by B.G. Hennessy
The Life of Clara Barton (Social Studies Inquiry)
For the Love of Our Earth by P.K. Hallinan
Schools to Celebrate Earth Day (Social Studies Inquiry)
The Elves and the Shoemaker by Brothers Grimm retold by Emily Greggs and Bethany Martin
Trade (Social Studies Inquiry)
The Lion and the Mouse by Michael Morpurgo
Survival (Science Inquiry)
Corduroy by Don Freeman
Lunch Money (Social Studies Inquiry)
dear tulips by Takayo Noda (Poem)
Sick Days by Mary Ann Hoberman (Poem)

Unit 2: Let's Explore

Ants! They are hard workers! by the editors of *TIME for Kids*
From Eggs to Butterflies (Science Inquiry)
If You Find a Rock by Peggy Christian
A Story from the Past (Science Inquiry)
Hungry Hoppers by Nancy Loewen
From Tadpole to Frog (Science Inquiry)
Birdhouse for Rent by Harriet Ziefert
The Weather Lesson (Science Inquiry)
Tell Me, Tree by Gail Gibbons
My Grandparents (Science Inquiry)
Ants by Marilyn Singer (Poem)
Caterpillar by Christina Rossetti (Poem)

Unit 3: Around the Town

Red Light, Green Light, Mama and Me by Cari Best
Saturdays, Mom, and Me (Social Studies Inquiry)
In the Money: A Book About Banking by Nancy Loewen
Choices (Social Studies Inquiry)
Jalapeño Bagels by Natasha Wing
Family Tradition (Social Studies Inquiry)
Out and About at City Hall by Nancy Garhan Attebury
Laws (Social Studies Inquiry)
Grandpa's Corner Store by DyAnne DiSalvo-Ryan
How I Get to School (Social Studies Inquiry)
Supermarket by Lois Lenski (Poem)
The Library by Barbara A. Huff (Poem)

Unit 4: Look Again

Animal Camouflage by Janet McDonnell
Smart Bears Sleep the Winter Away (Science Inquiry)
Hungry Little Hare by Howard Goldsmith
Food Chains and Food Webs (Science Inquiry)
How to Hide an Octopus and Other Sea Creatures by Ruth Heller
Creatures in Costume (Science Inquiry)
How the Guinea Fowl Got Her Spots retold by Barbara Knutson
Our Farm (Science Inquiry)
I See Animals Hiding by Jim Arnosky
How Animals Hide (Science Inquiry)
Rabbit by Marilyn Singer (Poem)
The Tiger by Patricia M. Stockland (Poem)

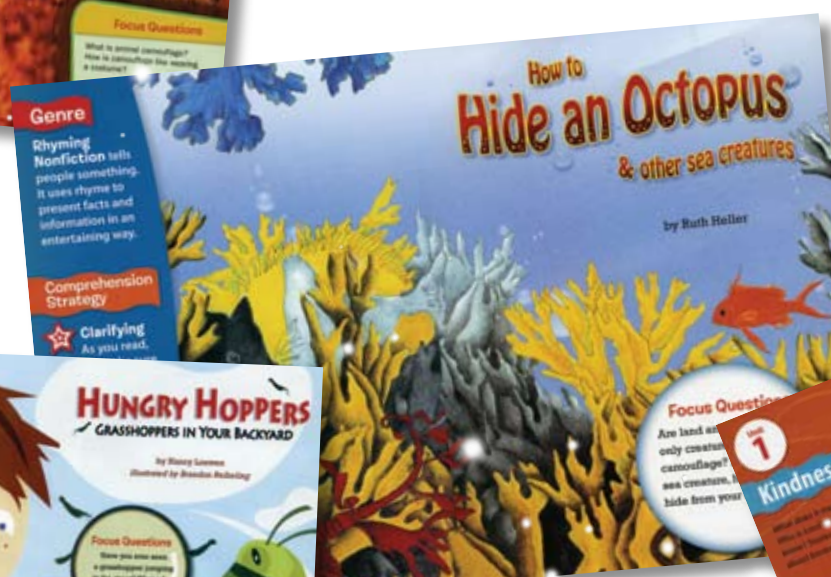


Unit 5: Courage

Dragons and Giants by Arnold Lobel
Joe's Interview (Science Inquiry)
The Hole in the Dike retold by Norma Green
Hoover Dam Has Many Jobs (Social Studies Inquiry)
The Empty Pot by Demi
Window Gardens (Science Inquiry)
Akiak: A Tale from the Iditarod by Robert J. Blake
Bulldozers (Science Inquiry)
Brave as a Mountain Lion by Ann Herbert Scott
Homes of Native Americans (Social Studies Inquiry)
Life Doesn't Frighten Me by Maya Angelou (Poem)
Courage by Emily Hearn (Poem)

Unit 6: America's People

April and Her Family by Susan Kuklin
Country Life, City Life (Social Studies Inquiry)
New Hope by Henri Sorensen
Family History (Social Studies Inquiry)
A Picture Book of Martin Luther King, Jr. by David Adler
George Washington (Social Studies Inquiry)
Jingle Dancer by Cynthia Leitich Smith
Local Resident Traces Roots (Social Studies Inquiry)
Cesar E. Chavez by Don McLeese
Pumpkins (Science Inquiry)
America's People by Louise Borden (Poem)
Statue of Liberty by Myra Cohn Livingston



Level 3

Reading selections include fiction, nonfiction, novels, short stories, essays, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Unit 1: Friendship

Rugby & Rosie by Nan Parson Rossiter
A Bright Idea (Social Studies Inquiry)
The Legend of Damon and Pythias by Fan Kissen
From Athens to America (Social Studies Inquiry)
Good-bye, 382 Shin Dang Dong by Frances Park and Ginger Park
Ellis Island—Immigration Station (Social Studies Inquiry)
Beauty and the Beast (Fairy Tale)
Outlook Is “Rosy” for City Parks (Social Studies Inquiry)
Teammates by Peter Golenbock
Guiding the Way to Freedom (Social Studies Inquiry)
Two Best Friends by Patty Ann West
Since Hanna Moved Away by Judith Viorst (Poem)

Unit 2: Animals and Their Habitats

One Small Place in a Tree by Barbara Brenner
Please Feed the Birds (Science Inquiry)
Make Way for Ducklings by Robert McCloskey
Frozen Frogs (Science Inquiry)
Wolf Island by Celia Godkin
Ancient Wolves (Science Inquiry)
Two Days in May by Harriet Peck Taylor
A National Pleasure (Science Inquiry)
Crinkleroot’s Guide to Knowing Animal Habitats by Jim Arnosky
Deserts Are Not Deserted (Science Inquiry)
Haiku Poems from If Not for the Cat by Jack Prelutsky (Poem)
Behind the Redwood Curtain by Natasha Wing (Poem)

Unit 3: Money

It’s a Deal! by Catherine Ripley
Good as Gold (Social Studies Inquiry)
The Go-Around Dollar by Barbara Johnston Adams
Children Cherish Chance to Learn (Social Studies Inquiry)
Lemons and Lemonade: A Book about Supply and Demand by Nancy Loewen
Hooray for Hybrids (Social Studies Inquiry)
Madam C.J. Walker: Self-Made Millionaire by Patricia and Fredrick McKissack
An International Request (Social Studies Inquiry)
Uncle Jed’s Barbershop by Margaree King Mitchell
The Great Depression (Social Studies Inquiry)
Lemonade Stand by Myra Cohn Livingston (Poem)
Tony and the Quarter by Jack Prelutsky (Poem)



Unit 4: Earth, Moon, and Sun

Sun by Steve Tomecek
ROY G. BIV (Science Inquiry)
Grandmother Spider Brings the Sun by Geri Keams
Tell Me Why (Science Inquiry)
The Moon Seems to Change by Franklyn M. Branley
All Shook Up (Science Inquiry)
Journey to the Moon by Jan Mader
Moon Rocks to Power Earth (Science Inquiry)
Earth: Our Planet in Space by Seymour Simon
Sharp Shades (Science Inquiry)
The sun is a yellow-tipped porcupine (Poem)
The Universe by Mary Britton Miller (Poem)

Unit 5: Communities across Time

The House on Maple Street by Bonnie Pryor
Home Tour Celebrates Spanish Heritage (Social Studies Inquiry)
Days of Digging by Holly Cefrey
John Muir: Mountain Man (Social Studies Inquiry)
Earthquake! The 1906 San Francisco
Nightmare by Lynn Brunelle
Shear Joy! (Social Studies Inquiry)
The Disappearing Island by Corinne Demas
Keeping Track (Social Studies Inquiry)
What Ever Happened to the Baxter Place? by Pat Ross
Hoover Dam (Social Studies Inquiry)
Early Explorers by Marilyn Singer (Poem)
Caring for the World by Jane Whittle (Poem)

Unit 6: Storytelling

Tomás and the Library Lady by Pat Mora
Letter to the Senator (Social Studies Inquiry)
Storm in the Night by Mary Stolz
Element Experiment (Science Inquiry)
Pueblo Storyteller by Diane Hoyt-Goldsmith
The Quechan Culture (Social Studies Inquiry)
Johnny Appleseed retold by Steven Kellogg
The Pomo Is a Fact-Filled Account (Social Studies Inquiry)
McBroom and the Big Wind by Sid Fleischman
Energy Forecast: Sunny and Windy (Science Inquiry)
Aunt Sue’s Stories by Langston Hughes (Poem)
Ode to Family Photographs by Gary Soto (Poem)



Imagine It!

Level 4

Reading selections include fiction, nonfiction, novels, short stories, essays, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Unit 1: Risks and Consequences

Island of the Blue Dolphins by Scott O'Dell
The Star Called Sun (Science Inquiry)
Two Tickets to Freedom by Florence B. Freedman
Helping Hands (Social Studies Inquiry)
Mrs. Frisby and the Crow by Robert C. O'Brien
Amazing Animals (Science Inquiry)
Langston Hughes: Poet of the People (Scenes I and II)
 from **Plays of Black Americans** by Mary Satchell
Public Schools (Social Studies Inquiry)
Daedalus and Icarus by Geraldine McCaughrean
From Liquid to Solid and Back Again (Science Inquiry)
Hippo's Hope by Shel Silverstein (Poem)
The Dream Keeper by Langston Hughes (Poem)
Dreams by Langston Hughes (Poem)
Freedom by Langston Hughes (Poem)

Unit 2: Nature's Delicate Balance

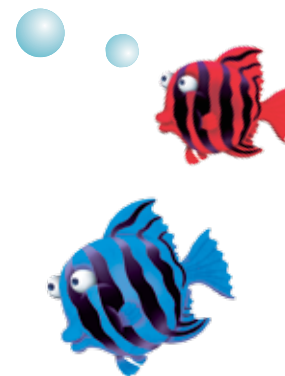
The Snowflake: A Water Cycle Story by Neil Waldman
Erosion and Landslides (Science Inquiry)
Energy Makes Things Happen
 by Kimberly Brubaker Bradley
Making Life Easier (Science Inquiry)
Who Eats What? Food Chains and Food Webs
 by Patricia Lauber
All Kinds of Eaters (Science Inquiry)
What Rot! Nature's Mighty Recycler by Elizabeth Ring
Water Rights (Social Studies Inquiry)
The Great Kapok Tree: A Tale of the Amazon Rain Forest
 by Lynne Cherry
Plants and Their Cells (Science Inquiry)
Circle of Songs by Cynthia Porter (Poem)
Yellow Leaf by Fredrick Zydeck (Poem)
Mold, Mold by Jack Prelutsky (Poem)

Unit 3: A Changing America

The U.S. Constitution and You by Syl Sobel
State Governments (Social Studies Inquiry)
Benjamin Banneker: Pioneering Scientist
 by Ginger Wadsworth
The Moon's Phases (Science Inquiry)
Striking It Rich: The Story of the California Gold Rush
 by Stephen Krensky
The Rock Cycle (Science Inquiry)
A Covered Wagon Girl: The Diary of Sallie Hester, 1849–1850, edited by Christy Steele with Anne Hodgson
Spanish Missions (Social Studies Inquiry)
Abraham Lincoln: Sixteenth President by Mike Venezia
Juneteenth (Social Studies Inquiry)
Christopher Columbus by J. Patrick Lewis (Poem)
Buffalo Dusk by Carl Sandburg (Poem)
A Gold Miner's Tale by Bobbi Katz (Poem)

Unit 4: Science Fair

The Scientific Method from **How to Think Like a Scientist**
 by Stephen P. Kramer
Isaac Newton (Science Inquiry)
Magnetism from **Electricity and Magnetism**
 by Rebecca Hunter
Where Am I? (Social Studies Inquiry)
The Case of the Gasping Garbage by Michele Torrey
Economic Freedom (Social Studies Inquiry)
How Ben Franklin Stole the Lightning by Rosalyn Schanzer
Energy (Science Inquiry)
How Fast Do You Eat Your Ice Cream? by Maya Kaczorowski
Inherited or Learned? (Science Inquiry)
What Is Science? by Rebecca Kai Dotlich (Poem)
The Microscope by Maxine Kumin (Poem)

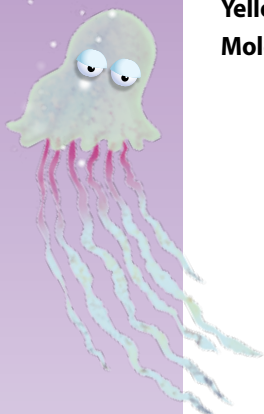


Unit 5: America on the Move

The Golden Spike by Dan Elish
The Pony Express (Social Studies Inquiry)
John Henry Races the Steam Drill from **Big Men, Big Country: A Collection of American Tall Tales**
 by Robert Paul Walker
Iron to Steel (Science Inquiry)
Immigrant Children by Sylvia Whitman
At War With Mexico (Social Studies Inquiry)
The Dust Bowl by Ann Heinrichs
Oil (Science Inquiry)
Pop's Bridge by Eve Bunting
The New World (Social Studies Inquiry)
Low Bridge by Thomas S. Allen (Poem)
Migrants from **Out of the Dust** by Karen Hesse (Poem)

Unit 6: Dollars and Sense

Erandi's Braids by Antonio Hernández Madrigal
Native American Traders (Social Studies Inquiry)
My Rows and Piles of Coins by Tololwa M. Mollel
Houston, We Have a Space Station!
 (Social Studies Inquiry)
A Spoon for Every Bite by Joe Hayes
Our Rights (Social Studies Inquiry)
Three Fables by Aesop
The Hardness Scale (Science Inquiry)
Business Is Looking Up by Barbara Aiello
 and Jeffrey Shulman
Money Smarts (Social Studies Inquiry)
The Cost-of-Living Mother Goose
 by Dow Richardson (Poem)
Eco Right by Walt Gavenda (Poem)
The Richest Poor Man in the Valley
 by Lindsay MacRae (Poem)
Writer's Notebook by Ralph Fletcher (Poem)



Level 5

Reading selections include fiction, nonfiction, novels, short stories, essays, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Unit 1: Heritage

The Land I Lost by Huynh Quang Nhuong
Children of the Pear Garden (Social Studies Inquiry)
Our Song by Angela Johnson
The Land of Senegal (Social Studies Inquiry)
The Dancing Bird of Paradise by Rénee S. Sanford
Chanoyu: The Japanese Tea Ceremony (Social Studies Inquiry)
From Miss Ida's Porch by Sandra Belton
A Time Line of the American Civil Rights Movement (Social Studies Inquiry)
In Two Worlds: A Yup'ik Eskimo Family by Aylette Jenness and Alice Rivers
The Laketown Water Treatment Plant (Science Inquiry)
I Look at You by Kelly Hill (Poem)
Mama's Glory by Joyce Carol Thomas (Poem)

Unit 2: Energy at Work

The Sparks Fly by Ruth Ashby
The Science of Energy (Science Inquiry)
Tailing Tornadoes by Trudi Strain Trueit
A Fresh Idea for the New Century (Science Inquiry)
Jake Drake Know-It-All by Andrew Clements
The Scientific Method (Science Inquiry)
The Wind at Work by Gretchen Woelfle
Fossil Fuels: Ancient Technology (Science Inquiry)
What Are Food Chains and Webs? by Bobbie Kalman and Jacqueline Langille
Urban Predators (Science Inquiry)
Landscape by Carl Sandburg (Poem)
The Hurricane by Luis Palés Matos (Poem)



Unit 3: Making a New Nation

...If You Lived at the Time of the American Revolution by Kay Moore
Settling a Settled Land (Social Studies Inquiry)
The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow
Sing for Your Country (Social Studies Inquiry)
The Master Spy of Yorktown by Burke Davis
Women of the Revolution (Social Studies Inquiry)
Shh! We're Writing the Constitution by Jean Fritz
Know Your Rights (Social Studies Inquiry)
Give Me Liberty! by Russell Freedman
Plattsburg Volunteer Agency (Social Studies Inquiry)
Yankee Doodle (Traditional Song)
The Star-Spangled Banner by Francis Scott Key (Traditional Song)

Unit 4: Our Corner of the Universe

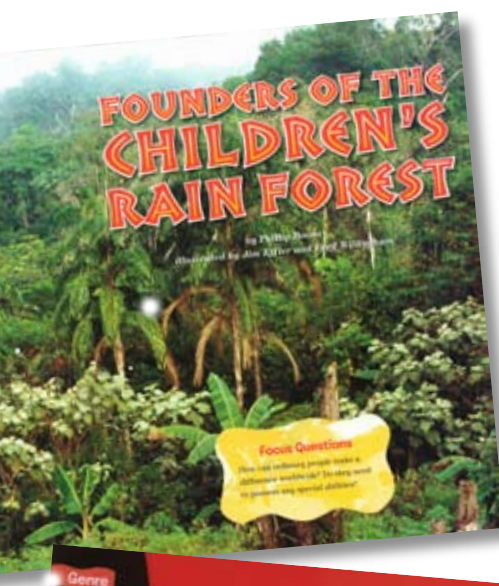
The Universe by Seymour Simon
A Lively Breakfast (Science Inquiry)
Circles, Squares, and Daggers: How Native Americans Watched the Skies by Elsa Marston
Chasing the Moonlight (Science Inquiry)
The Mystery of Mars by Sally Ride and Tam O'Shaughnessy
Welcome to Sol! (Science Inquiry)
Apollo 11: First Moon Landing by Michael D. Cole
Space Messengers (Science Inquiry)
Ellen Ochoa: Reaching for the Stars by Claire Daniel
Cosmonaut Yuri Gagarin (Science Inquiry)
Sun by Myra Cohn Livingston (Poem)
A Lunar Lament by Ann Pedtke (Poem)

Unit 5: Going West

Buffalo Hunt by Russell Freedman
Red Cloud (Social Studies Inquiry)
The Journal of Wong Ming-Chung by Laurence Yep
Many Kinds of Californians (Social Studies Inquiry)
Bill Pickett: Rodeo-Ridin' Cowboy by Andrea D. Pinkney
Welcome to Kansas! (Social Studies Inquiry)
Ghost Towns of the American West by Raymond Bial
John Charles Frémont (Social Studies Inquiry)
McBroom the Rainmaker by Sid Fleischman
The Long Trail West (Social Studies Inquiry)
The Whole World Is Coming (Poem)
California Ghost Town by Fran Haraway (Poem)

Unit 6: Call of Duty

Founders of the Children's Rain Forest by Phillip Hoose
Water in the Sky (Science Inquiry)
Jason and the Golden Fleece by Geraldine McCaughrean
Newton's Law (Science Inquiry)
The Quest for Healing by Philip Ardagh
People of the Long House (Social Studies Inquiry)
The White Spider's Gift by Jamie Turner
The Maya: Ancient Timekeepers (Social Studies Inquiry)
The Story of Annie Sullivan by Bernice Selden
Louis Braille Presents (Social Studies Inquiry)
Duty by Edwin Markham (Poem)
Jim by Gwendolyn Brooks (Poem)



Level 6

Reading selections include fiction, nonfiction, novels, short stories, essays, poems, functional reading, cross-curricular readings for Science, Social Studies, Math, Art, and more.

Unit 1: Taking a Stand

The Pretty Pennies Picket by Bette Greene
"But I Chose to Remain" from **Rosa Parks: My Story**
 by Rosa Parks and Jim Haskins (Social Studies Inquiry)
Gandhi by Nigel Hunter
The Big Deal about Salt (Science Inquiry)
My Brother Martin by Christine King Farris
I Have a Dream by Martin Luther King, Jr.
Pericles (Social Studies Inquiry)
Harvesting Hope by Kathleen Krull
Citizens' Rights: Then and Now (Social Studies Inquiry)
Passage to Freedom by Ken Mochizuki
Rights around the World (Social Studies Inquiry)
Martin Luther King Jr. by Gwendolyn Brooks (Poem)
First They Came for the Jews
 by Pastor Martin Niemöller (Poem)

Unit 2: Ancient Civilizations

The Island of Bulls by Roy A. Gallant
Geography and Ancient Greece (Social Studies Inquiry)
Escape From Pompeii by Christina Balit
Volcanoes and Matter (Science Inquiry)
The Riddle of the Rosetta Stone by James Cross Giblin
The Keys to Space Travel (Science Inquiry)
The Emperor's Silent Army by Jane O'Connor
Suppressing Ideas in China: What Would Confucius Say?
 (Social Studies Inquiry)
Mesopotamia by Peter Chrisp
Metalworkers and Heat Transfer (Science Inquiry)
Ozymandias by Percy Bysshe Shelley (Poem)
Great Wall of China by J. Patrick Lewis (Poem)

Unit 3: Ecology

Tree of Life by Rochelle Strauss
The Cell: Building Block of Life (Science Inquiry)
Sea Soup: Phytoplankton by Mary M. Cerullo
The Sun: Our Most Famous Star (Science Inquiry)
The Most Beautiful Roof in the World by Kathryn Lasky
The Struggle of Life (Science Inquiry)
Alejandro's Gift by Richard E. Albert
Water: A Precious Resource (Science Inquiry)
The Day They Parachuted Cats on Borneo
 by Charlotte Pomerantz
The Sun, Weather, and Climate (Science Inquiry)
Throwing a Tree by Thomas Hardy (Poem)
Voices of the Air by Katherine Mansfield (Poem)

Unit 4: Great Expectations

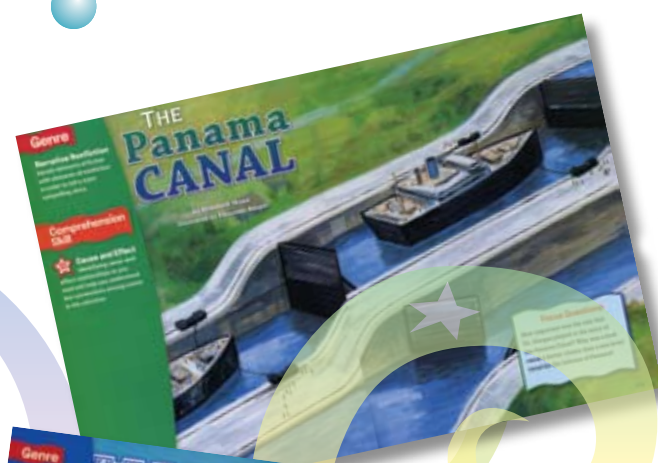
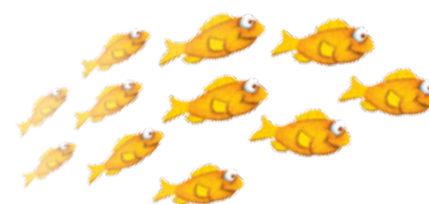
One Fine Day by Elizabeth Van Steenwyck
Aviation Spreads Culture (Social Studies Inquiry)
Beneath the Streets of Boston by Joe McKendry
Transportation of the Future (Social Studies Inquiry)
I Was Dreaming to Come to America edited by Veronica Lawlor
Returning Home (Social Studies Inquiry)
The Electric Summer by Richard Peck
Einstein and Scientific Thought (Science Inquiry)
The Panama Canal by Elizabeth Mann
Canal Passes to Panama (Social Studies Inquiry)
Steerage by David Citino (Poem)
The New Colossus by Emma Lazarus (Poem)

Unit 5: Earth in Action

Earth: The Elements by Ken Robbins
Earthquakes, Science, and Technology (Science Inquiry)
Volcano: The Eruption and Healing of Mount St. Helens
 by Patricia Lauber
Forces in Motion (Science Inquiry)
The Big Wave by Pearl S. Buck
Tsunamis: Prediction and Protection (Science Inquiry)
The Big Rivers by Bruce Hiscock
Energy from Water (Science Inquiry)
Thunder, Lightning, and Tornadoes by Carole G. Vogel
Technology and Storm Trackers (Science Inquiry)
The Sea by Robert Winner (Poem)
Dormant Dragons by Marilyn Singer (Poem)

Unit 6: Art and Impact

Alvin Ailey by Andrea Davis Pinkney
Cultural Borrowing in Dance (Social Studies Inquiry)
Chuck Close, Up Close by Jan Greenberg
 and Sandra Jordan
Art and the Nervous System (Science Inquiry)
The Pot That Juan Built by Nancy Andrews-Goebel
The Economic System of Mata Ortiz
 (Social Studies Inquiry)
A New Type of Memorial: Maya Lin and "The Wall"
 by Mary Malone
Maya Lin: After "The Wall" (Social Studies Inquiry)
The Boy Who Drew Cats by Arthur A. Levine
South African Apartheid Art (Social Studies Inquiry)
Pas de Trois by Sandy Asher (Poem)
The Weary Blues by Langston Hughes (Poem)



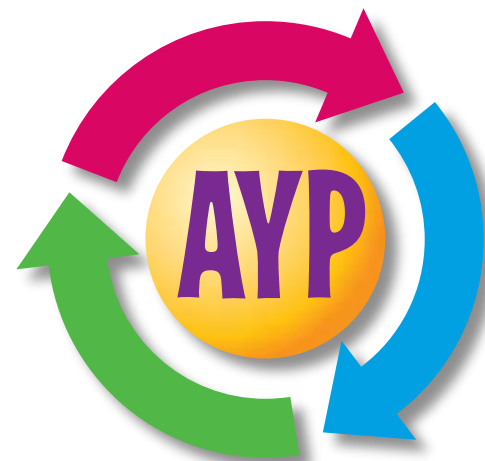


SRA Imagine It!

A Proven Foundation for Successful Reading Instruction

Imagine being able to impact those students who need it most. Imagine implementing the most proven philosophy for teaching children to read. **Imagine It!**

A true research-based program is one crafted using thoroughly researched strategies. The research base used to develop **Imagine It!** spans more than 45 years—significantly longer than most other reading programs.



The foundational program of **Imagine It!** has consistently proven its effectiveness across the country with a diverse population of students for over four decades.

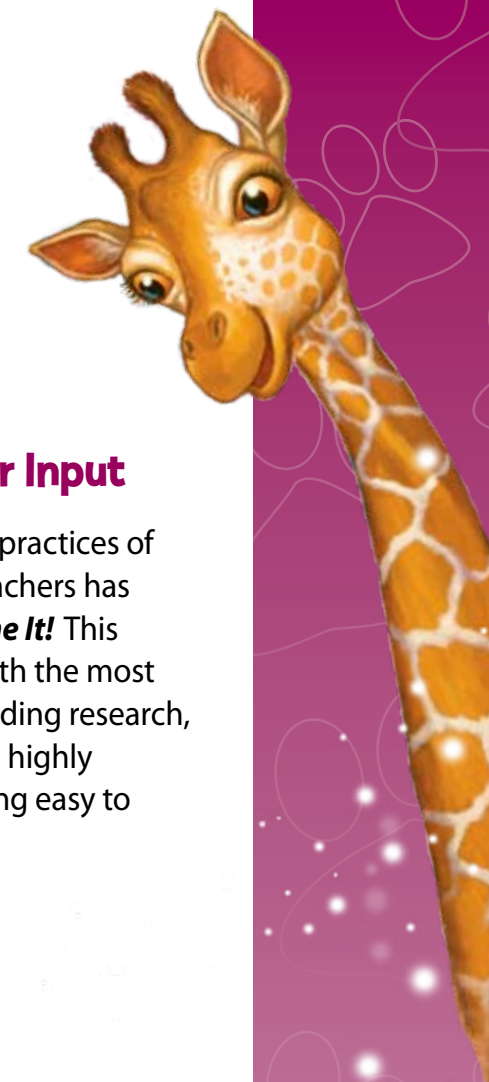
- Students' results from standardized tests are used to validate the program.
- Field testing shows that the explicit, systematic instructional approach used to develop **Imagine It!** is more effective for at-risk students than other approaches as measured by a variety of tests, including standardized measures.*
- Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models used to develop **Imagine It!**

*The results of students' scores in moderate LEP/Low SES areas show the effectiveness of the program in assuring the success of all students.



The Impact of Teacher Input

The feedback, advice, and best practices of 45 years worth of classroom teachers has guided the evolution of **Imagine It!** This teacher experience, coupled with the most up-to-date educational and reading research, has resulted in a program that's highly effective for students while being easy to use and teacher-friendly.





Complete, Customized Professional Development Resources

Imagine It! is supported by a full complement of professional development resources that lead to improved teacher confidence, progress in student performance, and district-wide systemic change.

The professional support in **Imagine It!** is tailored to meet your specific needs:

- Research-based instructional techniques designed using factual, measurable strategies
- Standards-aligned training to meet the requirements of No Child Left Behind
- Consultants with real classroom experience who know what it's like to work in today's schools
- Individualized programs designed with the flexibility to reach a single teacher or an entire district

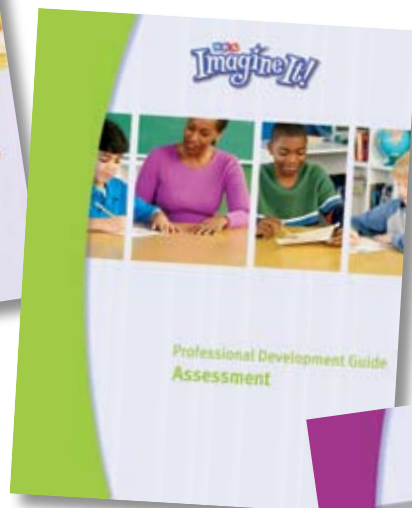
A Partner on Your Side

Having a trusted partner to support your commitment to teaching and to translating the materials into action is critical to successful implementation.

That's why SRA/McGraw-Hill provides:

- Hands-on, interactive staff development
- Customized workshops to meet district and staff needs
- In-depth seminars and summer institutes
- Staff development for administrators and support staff
- Online Professional Development to accommodate teachers' needs and schedules
- CD-ROMs with classroom demonstrations of best practices
- Professional Development Guides that provide background information on specific strategies and skills including: Comprehension, Phonics, Inquiry, Writing, Assessment, Vocabulary, Workshop, and Administrator's Guides

Contact your SRA sales representative to discuss a customized Professional Development plan for your school or district.



Professional Development Guides





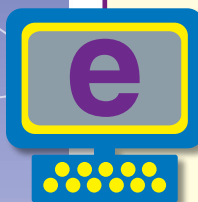
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Imagine your classroom full of capable, confident learners excited about reading and eager to learn. With **Imagine It!** you will ignite your students' interest and instill the true value of reading. Together, we will prove that *reading takes you places*.

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- Lay the foundation of reading skills
- Provide practice that increases their confidence
- Assess their progress along the way
- Provide additional help and challenge where they need it
- Guide them in Inquiry that helps them learn to think, question, and probe
- Teach them writing strategies
- Inspire them with reading selections across a variety of genres
- Bolster your instruction with technology resources

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Congratulations to all our winners for demonstrating how far imagination can take us! Be sure to ask your SRA sales representative for information on how to order your copies of the *What's the Story?* teacher-authored stories and collection of poems.



The Contest to Become a Published Author



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