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A Powerful Flexible Data-Driven Intervention System

FLEXLiteracy.com

**Mc
Graw
Hill**
Education

GRADES
3 AND UP



SRA FLEX Literacy™ is a comprehensive Reading and Language Arts Intervention System for struggling readers, Grades 3 and above in Tier 2, 3, or 4.

Why The **System Works**

- Students are engaged as never before through high-interest interactive tools and rich text selections
- Teachers are empowered to tailor instruction through ongoing assessment that provides true differentiated instruction
- Administrators are equipped with the tools they need for critical decision making
- *SRA FLEX Literacy* is built on a research-based instructional model to reach students of various reading levels, as low as Beginning Reading



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Three Learning Experiences

Working Together

By design, *SRA FLEX Literacy*™ combines the best of computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness.



Individualized Instruction

Computer-based instruction focuses on skill development through individualized and motivating technology. Scaffolded instruction, practice, assessment, remediation, and review opportunities are embedded.



THE PRINT EXPERIENCE

Small-Group and Differentiated Instruction

Teacher-led, shared-reading lessons develop comprehension strategies using systematic, explicit instruction. Opportunities for skill differentiation and independent reading are informed by each student's performance in The Digital Experience.



THE PROJECT EXPERIENCE

Collaborative Learning

Whole-group learning, small-group collaboration, and independent application activities connect with compelling writing-centered projects built around 21st Century skills. Projects enable students to make cross-curricular and literacy connections with a technology focus.

Learning System

Powerful Tools to Support Struggling Readers

Powerful Instruction

SRA FLEX Literacy™ makes the best use of computer-based and teacher-led instruction to accelerate student progress.

- Multiple teaching and learning modalities motivate and engage students to make learning fun
- Comprehensive instruction supports skill development, fluency, comprehension strategies, and writing-centered projects
- The research-proven, gradual release model of instruction accelerates student learning throughout the Experiences

Powerful Technology

Web-based technology enhances instruction for both teacher and student.

- Students develop 21st Century Skills through writing-centered projects with technology preparing students for college and career readiness
- Teachers are empowered to monitor progress, tailor instruction, and manage their classrooms with the *FLEXWorks* Online Teacher Tool
- Every student's needs are met through differentiated and scaffolded instruction—not just practice—with support and feedback throughout

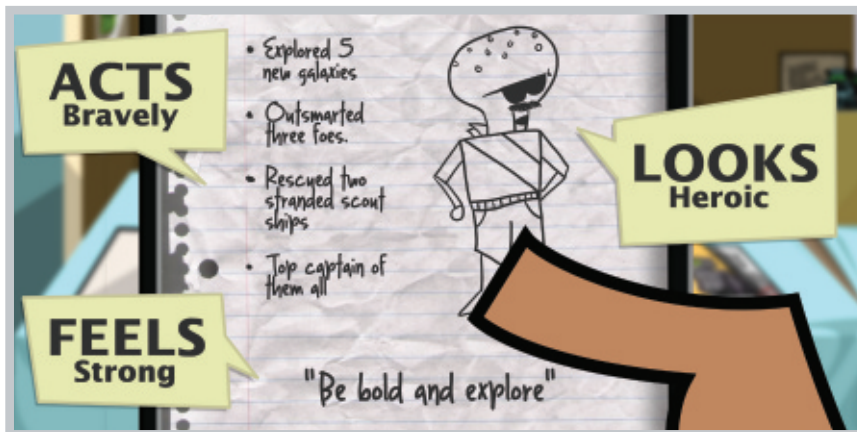


Embedded, Multimedia ePresentations



English Language Development






Model

Engaging animations introduce, explain, and demonstrate skills.

This detail tells what Chuck looks like. He has freckles. Also, he smiles as he knocks on each door. This tells me he wants to appear friendly to people.



Chuck Lucks Out

By Bonnie Nims

Clutching his box of samples, Chuck walked to the nicest building on the block. He'd saved it for last. Its porch was swept clean and tubs of bright flowers were by the door.

Inside, the wooden stairs were waxed to a shine. Everything looked clean and happy. The occupants here would be glad to buy his greeting cards.


Chuck marched up to the fourth floor. His freckled face was smiling as he knocked at each door. Nobody answered. His smile was fading, but Chuck was diligent. He was not about to give up. Down to the third floor he went.

Guide

Leveled text passages and supported activities provide guidance and instructional feedback.

The Boy Who Made a Butter Lion

By Rosalie Koskimaki



Antonio Canova lived in Italy over two hundred years ago. He loved art and spent many hours drawing. He also loved to shape clay into beautiful sculptures.

One day a rich man was having a big dinner party. Antonio's grandfather helped cook the dinner. Antonio went with him. He liked to watch.

The servants showed Antonio a beautiful marble statue. They planned to put it

Click the circle next to the best answer. Then click **Check**.

0 0 0

Which detail in the passage tells how Antonio acts?

- ☐ One day a rich man was having a big dinner party.
- ☐ The servants showed Antonio a beautiful marble statue.
- ☐ Antonio's grandfather helped cook the dinner.
- ☒ Antonio went with him. He liked to watch.

CHECK

Monitor

Independent practice activities build toward mastery with embedded opportunities for remediation and acceleration.

Gradual Release Of Responsibility In The Digital Experience

Powerful

Flexible

to Meet Today's School And District Needs

Flexible Implementation

SRA FLEX Literacy™ fits the intervention needs of every classroom through multiple implementation options.

- Includes lessons for Beginning Readers, regardless of grade level
- Accommodates small or large group sizes with a 1:2 computer-student ratio
- Supports mixed-ability group instruction



25 Minutes

- Supplemental Reading Intervention
- Tier 2



50 Minutes

- Comprehensive Reading Intervention
- Tier 3



90 Minutes

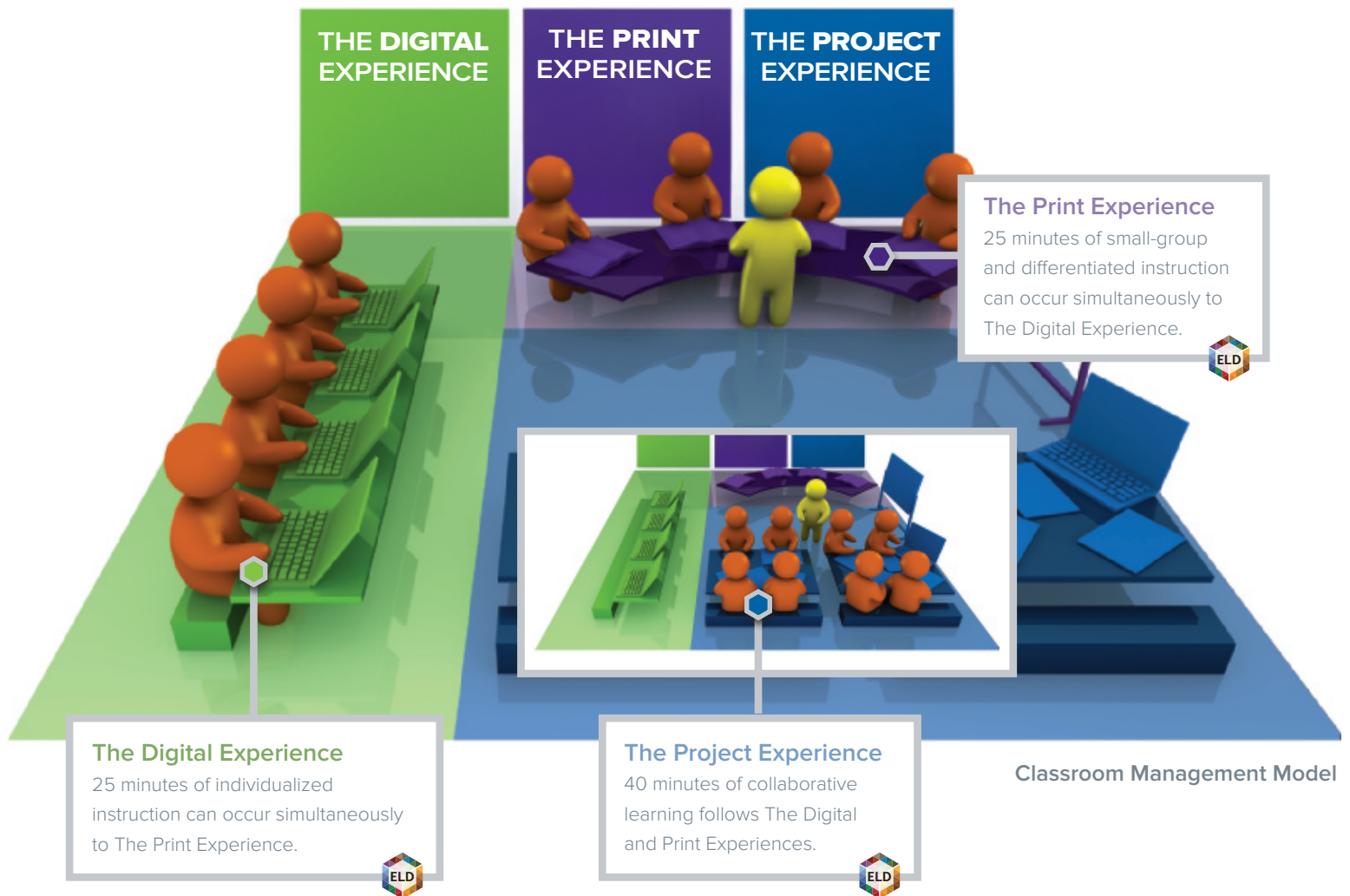
- Comprehensive Reading & Language Arts Intervention
- Tier 3 or 4



English Language Development

Flexible Classroom Management

The unique classroom management model integrates all three Experiences to facilitate effective classroom management. Time management is optimized since The Digital Experience and The Print Experience can occur simultaneously.



Flexible

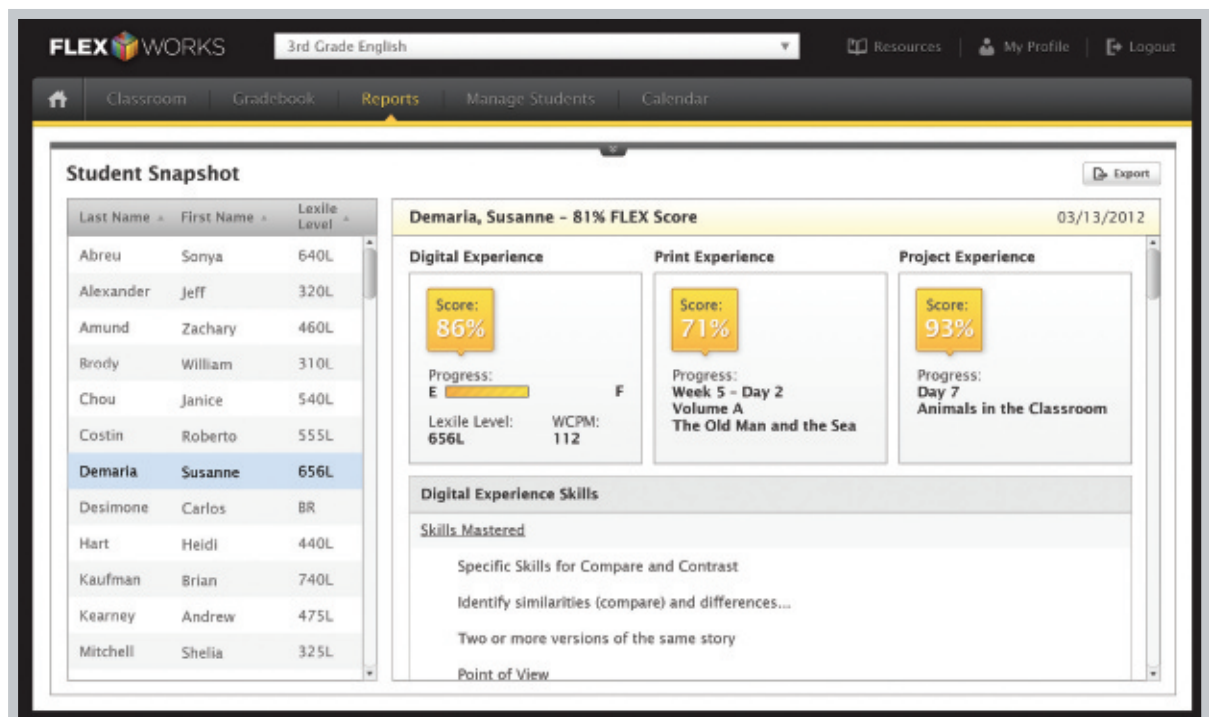
Data-Driven

Connections to Inform and Drive Instruction

Data-Driven Differentiation

True differentiation is achieved because student performance throughout all three Experiences informs instruction.

- The Lexile® Measure Placement Test, ongoing assessment, and progress monitoring tailor instruction to each individual student's needs
- Relevant remediation ensures students receive the support they need, when they need it
- Critical Thinking Applications provide each student practice and extension opportunities for previously mastered skills



Student Snapshot Report

Data-Driven Progress Monitoring

FLEXWorks Online Teacher Tool helps teachers monitor progress and easily target the needs of each student to maximize instructional effectiveness. Relevant reporting is central to *SRA FLEX Literacy™*. Critical information to decision making is provided at a student, classroom, and school level.

The screenshot displays the FLEXWorks Online Teacher Tool interface. At the top, the FLEXWORKS logo is on the left, and a dropdown menu shows '3rd Grade English'. To the right are links for 'Resources', 'My Profile', and 'Logout'. Below this is a navigation bar with 'Classroom', 'Gradebook', 'Reports' (highlighted), 'Manage Students', and 'Calendar'. The main content area is titled 'Common Core State Standards Performance' and includes an 'Export' button. It features a table of student data on the left and a detailed performance report for Roberto Costin on the right.

Last Name	First Name	Lexile®
Abreu	Sonya	640L
Alexander	Jeff	320L
Amund	Zachary	200L
Brody	William	310L
Chou	Janice	540L
Costin	Roberto	555L
Demaria	Susanne	640L
Desimone	Carlos	320L
Hart	Heidi	200L
Kaufman	Brian	310L
Kearney	Andrew	540L
Mitchell	Shelia	450L

Costin, Roberto		
Standards	%	Class Average
Reading Literature		
<u>Key Idea and Details</u>		
RL.1.10 - With Prompting and support, ask and answer about key details in a text.	88%	73%
<u>Craft and Structure</u>		
RL.3.6 - Ask and answer questions about unknown words in a text.	26%	88%
RL.4.10 - With prompting and support, name the author and illustrator of this story and define the Main Idea.	86%	71%
Reading Foundation Skills		
<u>Craft and Structure</u>		
RF.1.4b - Use combined knowledge of all the letter sound correspondences, syllabication, patterns, and morphology (eg. roots and affixes) to read accurately unfamiliar multisyllabic.	37%	55%
RF.5.4.b - Read with sufficient accuracy to support comprehension.	92%	71%

Common Core State Standards Performance Report

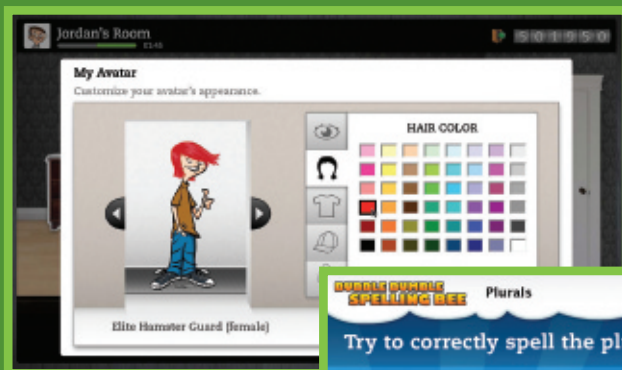
Data-Driven

Engaging Technology to Accelerate Student Progress

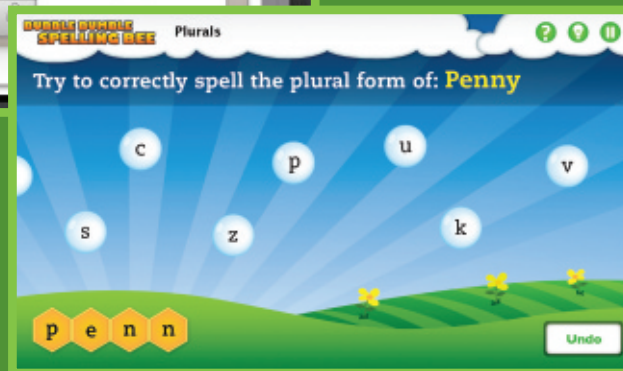
Every aspect of The Digital Experience enhances learning by engaging students.

Why The Digital Experience Works

- Students succeed because they progress through lessons at their own pace, building skills over time through scaffolded instruction
- Online remediation is built in, providing students support when they need it
- Students participate in a variety of engaging activities—keeping interest levels high
- Just like with games they play at home, students may build their own avatar and earn points toward rewards
- Instruction and practice meet each student's individual needs through ongoing assessments and progress monitoring



Build An Avatar

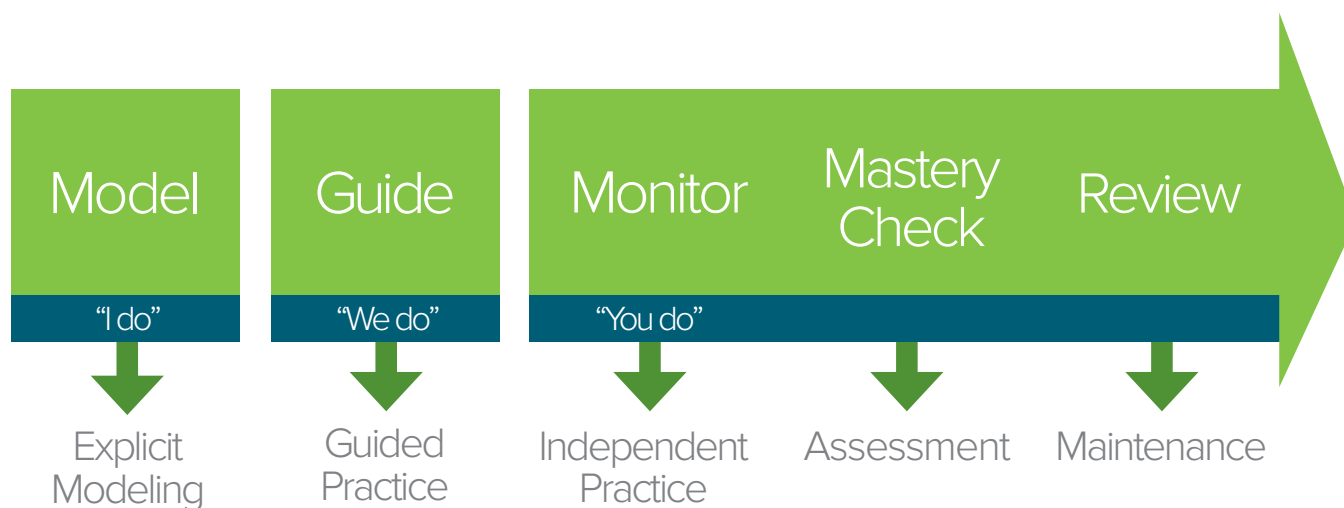


Mini-Game With Rewards' Points



Skill-Building Over Time

Each lesson focuses on skill development through scaffolded instruction, along with daily instruction and practice of comprehension, fluency, vocabulary, and word study.



Students Master And Maintain Skills Over Time From Beginning Readers Through Lexile® Measure 1100L



Digital Experience

Instruction to Meet Every Student's Needs

True Differentiated Instruction

Instruction and practice in The Digital Experience is tailored to meet individual student needs based on ongoing assessments and continually evaluated student performance.

- Digital placement tests start students at the appropriate instructional level
- Self-paced lessons allow students to progress at their own rate
- Leveled text passages and scaffolded instruction ensure concepts and skills are accessible
- Remediation and acceleration opportunities adapt the instructional sequence
- Interactive instructional templates reach different learning modalities

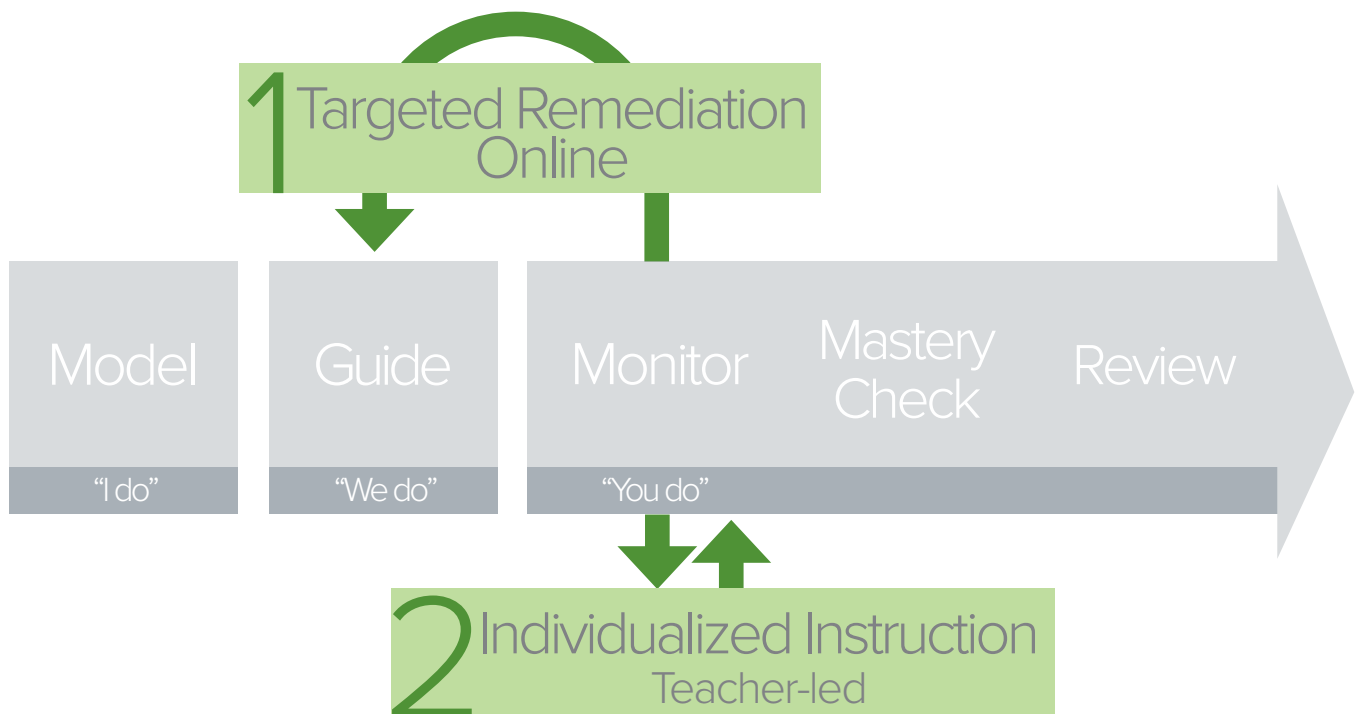
The screenshot shows a digital interface for a lesson titled "Text Structure". On the left, a cartoon scientist character is shown. A speech bubble from the character says: "Drag and drop from the reading passage into the graphic organizer." The main text area, titled "Oil and Natural Gas", contains the following text: "Oil and natural gas are both fossil fuels. Both are formed from the remains of organisms. Oil is a black liquid. It is refined into fuel for heating buildings and for gasoline for cars. Natural gas is a in a gaseous state. It is used to heat buildings and to fuel stoves. Natural gas is also thought to be cleaner and to cause less pollution." On the right, a graphic organizer titled "Compare and Contrast" is displayed. It has two columns: "Oil" and "Natural Gas". Under "Oil", there are three boxes: "black liquid", "refined into fuel for heating buildings and for gasoline for cars", and "fossil fuels". Under "Natural Gas", there are three boxes: "gaseous state", "used to heat buildings and to fuel stove", and "thought to be cleaner and cause less pollution". A "CHECK" button is at the bottom right. At the top right of the interface, there is a score of 150200 and a progress indicator of 100.

Interactive Leveled Passage Using Text Evidence



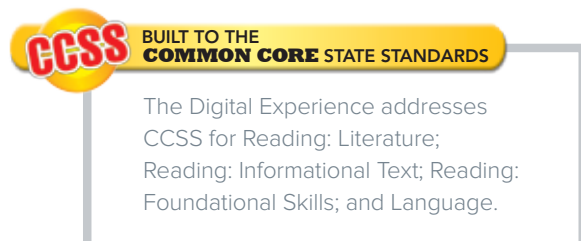
Online Remediation Built In

Through the gradual release model of instruction, students receive ongoing support and feedback. If a student repeatedly performs below mastery, a targeted skill-specific remediation lesson is generated and must be completed before continuing. If this online remediation isn't enough, *FLEXWorks* informs the teacher that a one-on-one individualized intervention is necessary.



Accelerated Learning Opportunities

Students are presented with independent monitored activities until mastery is demonstrated. Upon achieving mastery of a skill, students are accelerated to assessment and review opportunities.



Digital Experience

Shared Reading

to Develop Deep Comprehension Strategies

Because *SRA FLEX Literacy™* combines the best of computer-based and teacher-led instruction, teachers have more time to focus on teaching reading and comprehension strategies.

Why The Print Experience Works

- Teachers use systematic, explicit instruction to help students master comprehension strategies
- Students experience shared reading of rich text selections, helping them construct a deeper understanding
- Students are exposed to higher-level text through modeled instruction and mixed-ability student groupings, helping them progress
- Rich debate, discussion, and individualized skill application keep students engaged



Access To Complex Text

Students at all levels experience more complex text together, helping them master comprehension strategies and construct deeper meaning through modeled instruction, discussion, and text connections.

ePresentation Tools

model student responses and provide a forum for rich debate and discussion



Interactive Student Readers

enable students to connect with the engaging fiction text selections, including fiction, non-fiction, and poetry



Shared Reading In The Print Experience

Print Experience

Systematic, Explicit Instruction to Achieve Learning Goals

Utilizes the gradual release instructional model: model, guide, monitor



Expands mastery learning through before-, during-, and after-reading activities



Models student responses with the interactive ePresentation tool



CCSS

BUILT TO THE
COMMON CORE STATE STANDARDS

The Print Experience addresses CCSS for Reading: Literature; Reading: Informational Text; and Language.

Week 8 • Day 1

MODEL
GUIDE
MONITOR

WEEKLY OBJECTIVES

BEFORE READING

- Answer probing questions to build motivation.
- Identify story elements, including title, author, and genre.
- Assess how purpose shapes the content and style of text.
- Listen to text read aloud.

DURING READING

- Listen to text read aloud with expression.
- Identify vocabulary at point of use.
- Draw on specific details by identifying the characters and setting, highlighting and taking notes, and participating in discussion.
- Comprehend complex text by learning to visualize.
- Make and verify a prediction.

AFTER READING

- Retell a story using appropriate details.
- Make text connections to relate to and remember a story.
- Compare or contrast two or more characters, settings, and events.
- Compare and contrast stories.
- Use vocabulary words in sentences.

15 min

BEFORE READING

ePresentation: Any time you model student responses, use the ePresentation to click or type these responses on the Interactive Reader.

1. Motivate and Engage

Direct students to Interactive Reader page 43. *This week we'll read a story about Professor Aronnax and his hunt for a strange sea creature many years ago. On the hunt, Aronnax finds that the creature is not a living thing at all but an amazing ship named the Nautilus. What would you do if you were invited on a trip to look for an unknown creature? Why would you go or not go?* **Discuss.** What kinds of sea creatures do you wish you could see? **Discuss.** In this story, we'll find out exactly what kind of ship the Nautilus is and who runs it.

2. Identify the Story Elements

What's the title of today's story? *20,000 Leagues Under the Sea* **See** Have students circle the title. **Support** as needed, circling the title to help and verify student responses.

ePresentation • Interactive Reader

20,000 LEAGUES UNDER THE SEA

For Story Elements

Purpose for Reading
Answers will vary.

Background Knowledge
Answers will vary.

Who's the author of today's story? *Jules Verne* Have students underline the author. **Support** as needed, underlining the author to help and verify student responses.

This story was written a long time ago. It has been retold here by Vidas Barzdukas. He read Verne's story and wrote it in his own words. Who's the author who has retold Jules Verne's story? *Vidas Barzdukas* Have students underline the author who is retelling the story. **Support** as needed, underlining the author to help and verify student responses.

The author made up this story. What type of story is this—fiction or nonfiction? *fiction* Have students write an X. **Support** as needed, writing an X to help and verify student responses.

60 20,000 LEAGUES UNDER THE SEA

CCSS BEFORE READING

Teacher Edition Provides An Easy-To-Follow Daily Plan For Instruction



English Language Development

Differentiated Instruction

Relevant student performance data from The Digital Experience informs true differentiated instruction in The Print Experience. Skill differentiation activities include:

- One-On-One Targeted Intervention
- Trade Book Independent Reading
- Critical Thinking Applications
- Teacher-Led Mastery Checks

20,000 Leagues Under the Sea LEXILE® 639L

Story Elements

Characters:

Setting:

Notes:

Plot:

For months, we searched for the creature with no success. Then one night we heard a city from Land. We had against the boat. It was dark, but we could see a bright glow in the water. The creature followed us and was circled around the ship.

Suddenly the creature stopped moving. I leaned over the railing to get a closer look. A huge jet of water flew up from the creature and knocked me overboard. Carrell and Land jumped in after me. That was when we realized that the beast was no sea creature. It was made of steel! Land pounded on the metal side. A hatch opened, and a large man dragged the three of us down into the machine.

Inside we met the captain of this mysterious sea vessel. His name was Captain Nemo. The name of the ship was the Nautilus. Nemo claimed he wanted nothing to do with the world.

Nemo took us on a tour. I had never before seen such wonders. The rooms were beautifully furnished with books, fine art, and objects of the sea. Suddenly two panels opened to display large windows that looked out into the ocean. For hours we watched sea life just outside the windows. Nemo said we were free to roam around the ship. Then he told us we would never see our friends or family again!

Vocabulary
expedition: a trip made for a particular reason.
underwater: beneath the sea.

10 Min Skill Differentiation

Individualized Instruction
Refer to FLEXWorks to provide additional instruction based on students' progress in the Digital Experience.

Independent Reading
Refer to FLEXWorks to determine which range of books is appropriate for the Lexile® measure at which each student is reading.

WEEK 8: DAY 1 **61**

Connects students to text selections, vocabulary, and comprehension strategies through the Interactive Reader



Teaches the same set of listening and reading-comprehension strategies each week to achieve deep student understanding



Provides time for individualized instruction informed by student progress in The Digital Experience



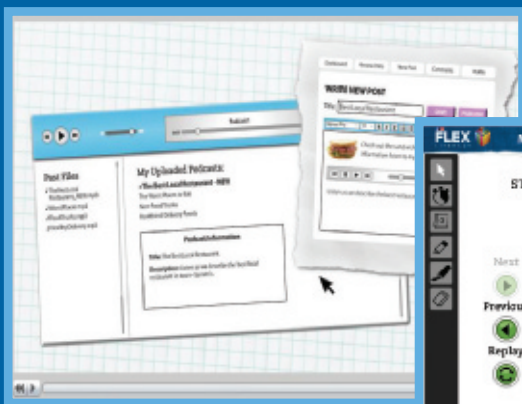
Print Experience

Collaboration and 21st Century Skills to Engage Learning

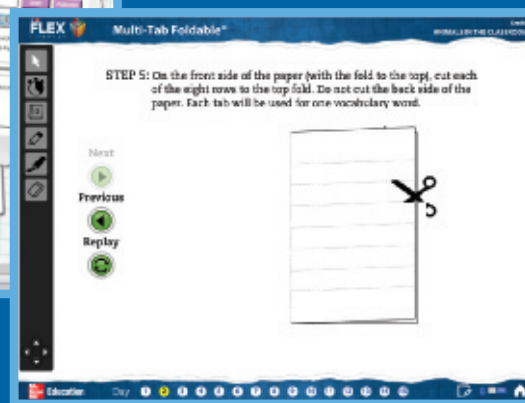
Students are eager to participate in appealing, writing-centered projects that include research, presentation, and collaboration—helping them build 21st Century skills and experience a whole new way of learning.

Why The Project Experience Works

- Students discover the excitement of critical thinking, communicating ideas, and collaborating with their peers to develop written and oral presentations
- Students apply literacy skills to Science, Social Studies, and Health projects to make cross-curricular connections
- Students achieve learning goals through Understanding by Design (UbD®), a framework for connecting student learning to assessment goals
- Students are engaged to learn through ePresentations, hands-on Foldables®, small-team collaboration, and much more



Tech Tutor



ePresentation Foldables® Animation

Literacy Connections in Every Project

- **Writing Instruction**—Focuses on opinion, informative, or narrative writing and includes opportunities for individual and team writing
- **Literacy Connections**—Provide explicit instruction in reading and informational text, writing, speaking and listening, and language

WHOLE CLASS
5
min

Writing Connection

Relevant Information
IDEAS

Display **Writing Connection** • **Relevant Information**. Discuss the word *relevant* and its connection to *related* or other more familiar words. Explain that relevant information is information that is related to the main idea and that good writers include only relevant information to help readers understand that main idea. Read aloud the topic and the four sentences.

Learning to Ride a Bicycle

Training wheels are helpful for learning to ride a bicycle.
The bicycle was invented in 1817.
Practice riding a bicycle on a smooth, flat surface.
It is important to balance the bicycle when it is moving.

Explain that all the sentences have to do with bicycles, but they do not all have to do with riding a bicycle. Model making one statement about information that is relevant to the main idea. Say: *Training wheels are helpful for learning to ride a bicycle, is relevant information*. Invite students to suggest other statements about relevant information that can be identified.

Literacy Connections Help Students Build 21st Century Skills

Easy Classroom Management

Consistent instruction for every 15-day project helps teachers manage their classrooms while helping students progress through clearly organized project phases.

DAY	ACTIVITY
1–3	Engage and Prepare
4–6	Research
7–12	Write
13–14	Present
15	Reflect and Evaluate

The Project Experience Instructional Sequence



BUILT TO THE
COMMON CORE STATE STANDARDS

The Project Experience addresses CCSS for Reading: Informational Text; Writing; Speaking & Listening; and Language.

Project Experience

Project-Based Learning to Achieve Desired Outcomes

Utilizing Understanding by Design®

The Project Experience is built upon Understanding by Design (UbD), with a complete UbD framework embedded in each individual project.

Essential Questions
engage students and
emphasize teaching
for understanding



Research Questions
assist students in
developing their
oral and written
presentations



Academic Vocabulary
helps students build
background knowledge
and understand content



Project Overview

Formula for Fitness

INFORMATIVE
Writing Focus

SCIENCE
Content Connection

BLOG
Technology Focus

Students research three areas of physical fitness—aerobic fitness, anaerobic fitness, and flexibility. They develop Personal Fitness Goals and use this research to develop a Fitness Blog and a Personal Fitness Plan.

Essential Questions

Throughout the project, students consider the project's Essential Questions.

1. What is fitness?
2. How can I become fit and remain fit?
3. How do blogs help people communicate information?

Research Questions

Students focus on answering the following research questions to develop their blog.

- What is the area of fitness?
- What is the definition of this area of fitness?
- What is a good exercise for this area of fitness?
- How do you do this type of exercise?
- How many calories are burned by doing this exercise?
- How will this exercise improve health?

Academic Vocabulary

Students learn and apply key academic vocabulary to build background knowledge and understanding of content.

• aerobic	• fitness
• anaerobic	• flexibility
• calorie	• nutrition
• exercise	• strength

6 FORMULA FOR FITNESS


Teacher Guide Project Overview



English Language Development

Individual Outcomes

Students show evidence of their understanding of fitness by

- creating a  Project Portfolio to collect and store project materials.
- exploring basic nutrition facts to learn how to make healthy choices about food.
- developing Personal Fitness Goals and a Personal Fitness Plan to achieve the goals.
- using the writing process to complete an informative blog entry about one area of fitness.
- learning and applying key academic vocabulary terms related to fitness.

Project Team Outcomes

Project teams demonstrate their understanding of fitness by

- researching three areas of physical fitness.
- developing a blog based on research collected.
- creating demonstrations of related exercises and add visual support.
- presenting a Fitness Blog.
- posting comments or questions on other teams' blogs.

Content-Area Outcomes

By the end of the project students will understand that

- different types of fitness are important to long-term health.
- different exercises provide different benefits to your body.
- personal fitness requires setting goals, sticking to an appropriate routine of diet and exercise, and monitoring the results.
- technology tools are useful for researching, organizing, and communicating information.
- research information about fitness can be shared using a blog.



FORMULA FOR FITNESS 7

Individual Outcomes demonstrate the student's understanding of the project content



Project Team Outcomes evidence the team's understanding of project content



Content-Area Outcomes enable students to make cross-curricular connections



Connecting Learning to Assessment Goals

With desired learning outcomes and objectives clearly defined, instruction and assessment are aligned to support learning goals. The Project Experience includes Collaboration, Presentation, and Writing Assessment Guides.

Project Experience

FLEXWorks

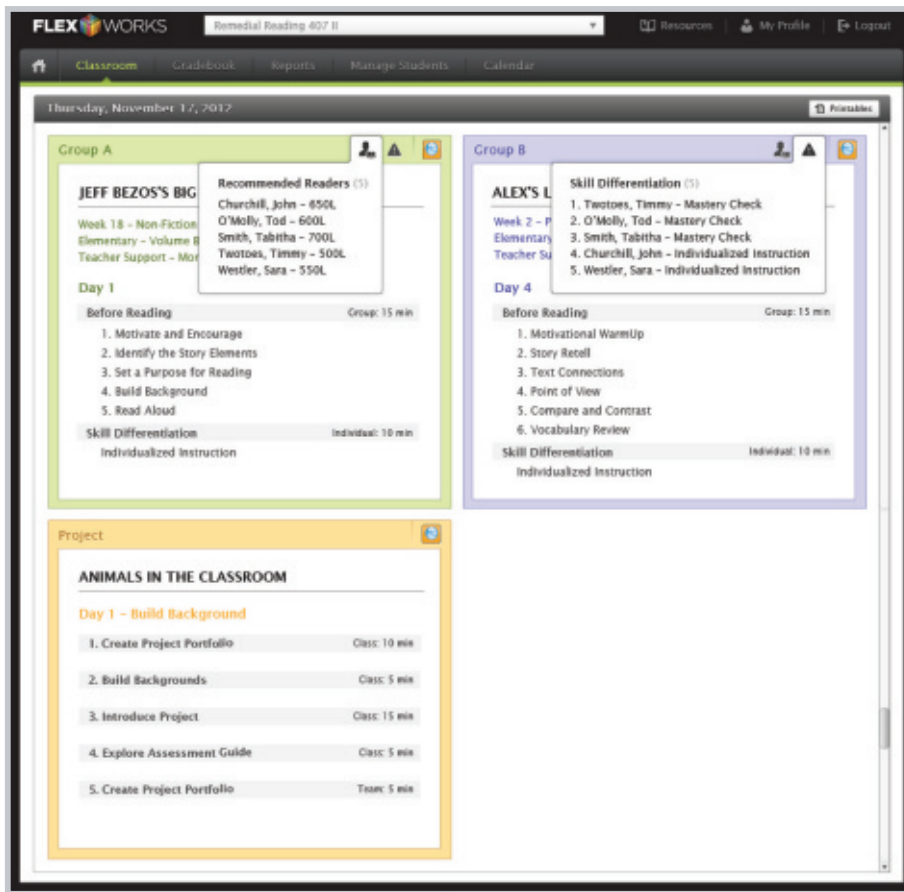
Online Teacher Tool to Connect the Experiences

This dynamic, online teacher tool connects the Experiences through assessment and progress monitoring data, informing instruction and maximizing learning.

- Informs teachers and administrators through progress reporting on a student, classroom, and school level
- Automatically populates student performance data
- Provides teachers with tools for planning and classroom management, along with other resources for implementation
- Helps teachers target instruction to meet the needs of every student

Last Name	First Name	Lexile® measure	WCPM	Digital Progress	Last Skill Mastered	Digital Score	Overall Score
Abreu	Sonya	655L	112	E	Point of view	86%	96%
Alexander	Jeff	455L	108	A	Title, Author, Illustrator	88%	92%
Amund	Zachary	200L	93	F	Point of view	78%	84%
Brody	William	530L	167	C	Compare and contrast themes, setting...	93%	92%
Chou	Janice	370L	112	J	Point of view	88%	91%
Costin	Roberto	760L	240	E	Title, Author, Illustrator	78%	82%
Demaria	Susanne	665L	197	A	Point of view	72%	83%
Desimone	Carlos	BR	112	F	Compare and contrast themes, setting...	89%	90%
Hart	Heidi	440L	179	D	Point of view	83%	84%
Kaufman	Brian	740L	112	B	Title, Author, Illustrator	81%	83%
Kearney	Andrew	475L	116	C	Point of view	78%	80%

Class Snapshot Report



FLEXWorks Provides Teacher Tools Including Gradebook, Calendar, Classroom Management, Reporting, And Resource Library

Professional Development

SRA FLEX Literacy provides a wealth of professional development resources for teachers through the FLEXWorks teacher dashboard including:

- User's Guide
- Implementation Guide
- FLEXWorks Tutorials
- eInservice Modules
- Classroom Videos
- Author Videos
- Tech Tutors
- In-Person customized services

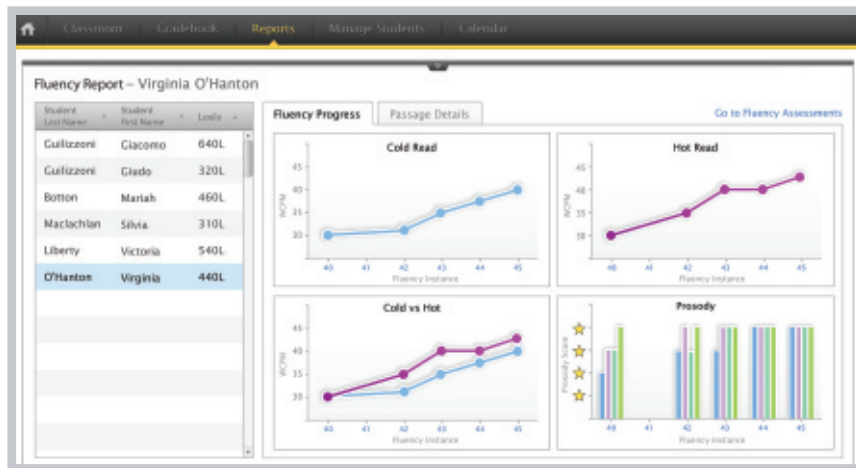
FLEXWorks

Assessment and Reporting to Inform Instruction

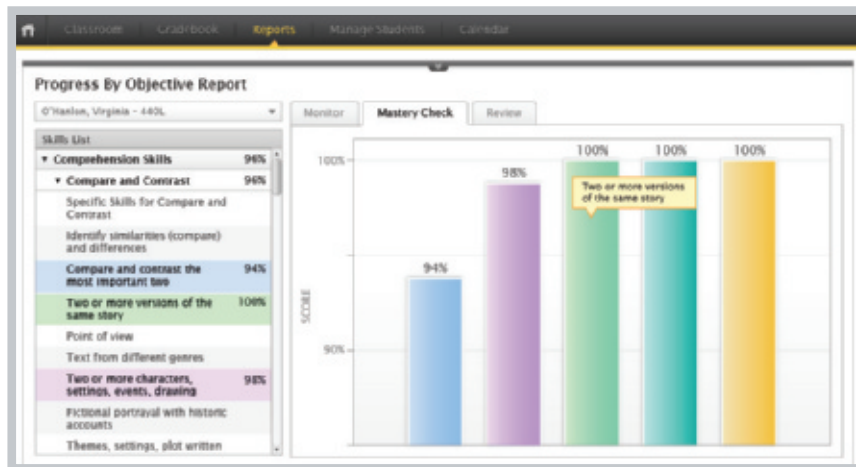
Assessment and performance data collected by both the teacher and computer across the Experiences provide a balance of quantitative and qualitative data. *FLEXWorks* Online Teacher Tool provides teachers with the support they need for effective classroom management and informed instruction.

ASSESSMENT CATEGORY	ASSESSMENT TYPE
Diagnostic	<ul style="list-style-type: none"> ■ Lexile® Measure Placement Test*
Formative/Ongoing	<ul style="list-style-type: none"> ■ Digital Ongoing Instruction, Practice, & Remediation* <ul style="list-style-type: none"> • Comprehension • Lexile® Measure Growth • Fluency ■ Teacher-led Instruction, Practice, & Remediation <ul style="list-style-type: none"> • Vocabulary • Interactive Reader • Targeted Instruction
Summative	<ul style="list-style-type: none"> ■ Quarterly Lexile® Measure Benchmark Assessments* ■ Mastery Checks*
Authentic/Performance	<ul style="list-style-type: none"> ■ Project Portfolios ■ Writing Assessment Guide ■ Collaboration Assessment Guide ■ Presentation Assessment Guide ■ Critical Thinking Applications
Tools to Monitor Assessments	<ul style="list-style-type: none"> ■ Works Online Tools

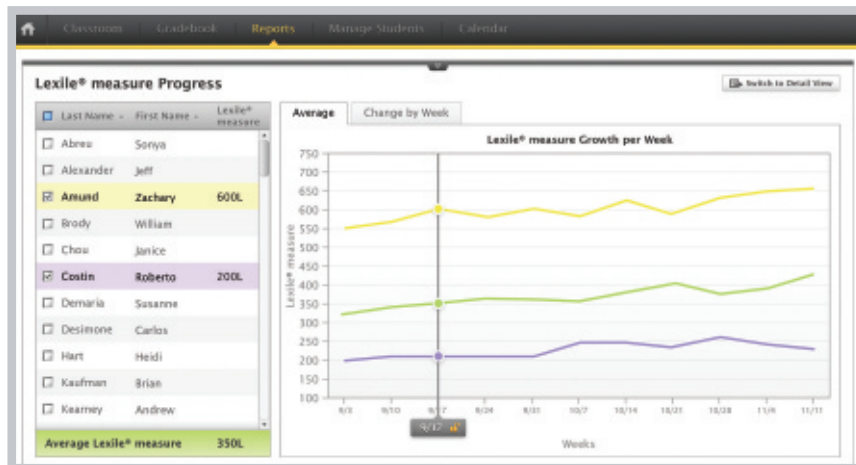
*The Computer Automatically Administers Assessments



Fluency Report



Skill Mastery Report



Lexile Measure Growth Report

Assessment

All the Components Teachers Need to Accelerate Learning

SRA FLEX Literacy™ consists of the elementary system for Grades 3–5 and the secondary system for Grades 6 and above. Both systems focus on teaching and developing literacy skills and strategies based on individual student needs. Each system contains the following components:

User Guide and Implementation Guide

Demonstrates how the learning systems work across the three Experiences, provides correlations to Common Core State Standards, and includes implementation tips



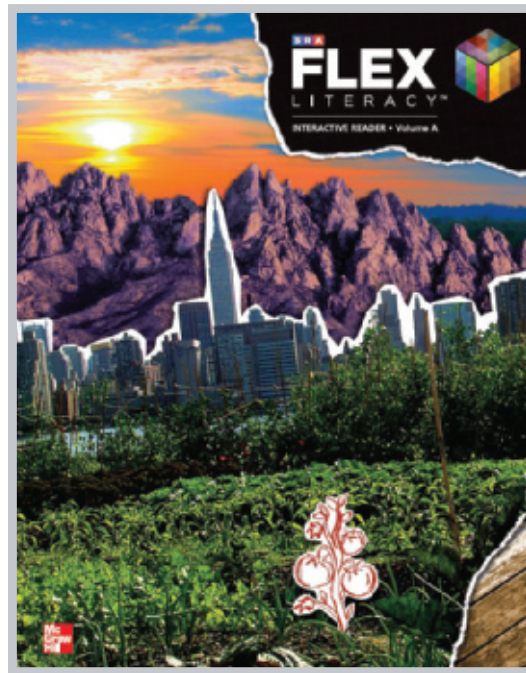
SRA FLEX Literacy™ Student Application

The Digital Experience

- ***SRA FLEX Literacy™* Student Application**—Provides individualized scaffolded instruction with embedded practice, assessment, remediation, and review
- ***FLEXWorks* Online Teacher Tool**—Provides everything teachers need for planning and classroom management and to integrate the three Experiences

The Print Experience

- **Teacher Edition**—Includes two volumes, 32 weeks of instruction each, for a total of two years of learning
- **Student Interactive Reader**—Enables students to access, connect to, and interact with text
- **ePresentation**—Enables teachers to model student responses
- **Teacher Resource Book**—Includes Blackline Masters for Critical Thinking Applications
- **Tradebook Library**—Includes leveled tradebooks for independent reading
- **FLEXWorks Online Teacher Tool**—Provides progress reports to inform individualized and differentiated instruction



Student Interactive Reader

The Project Experience

- **Teacher Guides**—Includes 20 different cross-curricular instruction guides, along with resource pages and much, much more
- **ePresentation**—Builds student background knowledge and piques interest
- **FLEXWorks Online Teacher Tool**—Provides performance reports to inform instruction



Project Experience Teacher Guide

Components



Powerful Instruction

- Utilizes the best of computer-based and teacher-led instruction with collaborative learning to accelerate student growth
- Motivates and engages students through multiple learning modalities

Flexible Implementation

- Several implementation models and time options fit any classroom
- Affordable entry-level options and easy expansion opportunities

Data-Driven Learning

- Informed instruction to meet each student's individual needs
- Robust performance-data tools for student-, classroom-, and school-level planning and decision making

Learn more at
FLEXLiteracy.com

Summary