

Macmillan/McGraw-Hill

PROGRAM OVERVIEW

Treasures



Macmillan/McGraw-Hill

Treasures



- **Motivate Students**
- **Empower Teachers**
- **Increase Test Scores**



Program Organization



Student Activity Books, Grade K

Student Books



Grade 1

- **Motivate Students**
- **Empower Teachers**
- **Increase Test Scores**



Grade 2



Grade 4



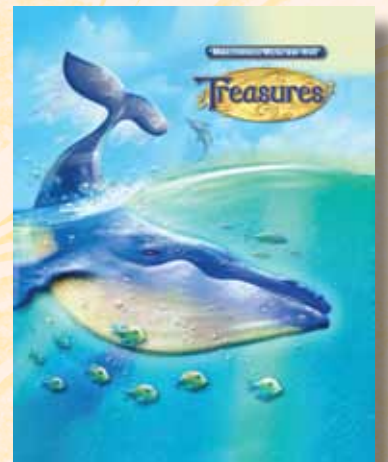
Grade 5



Grade 3



Grade 6

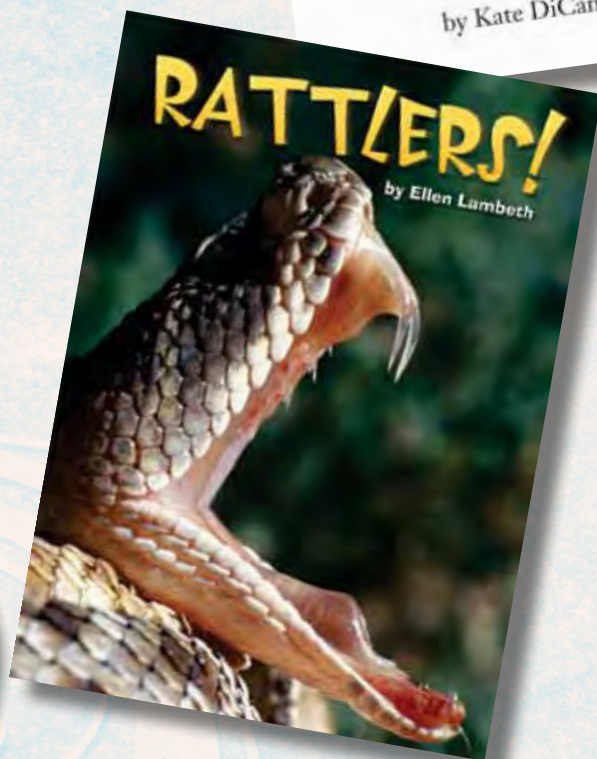
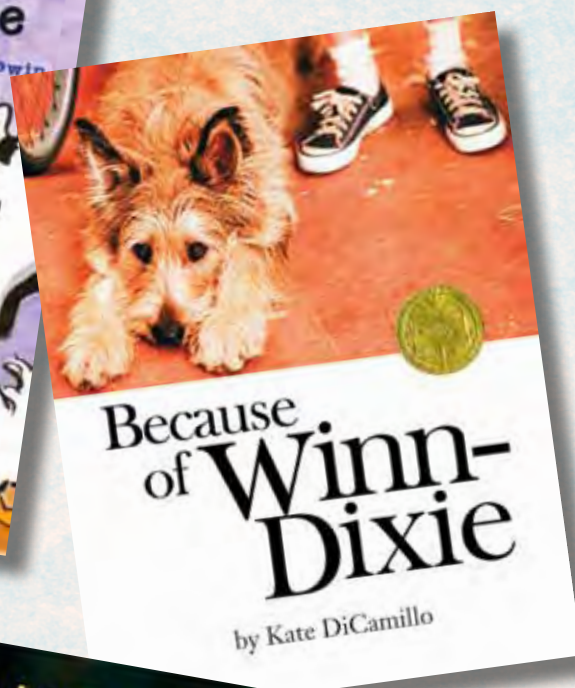
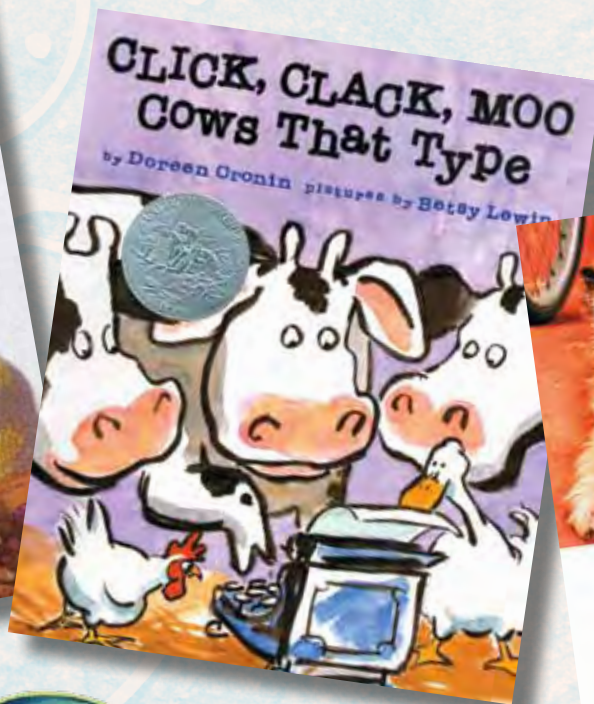
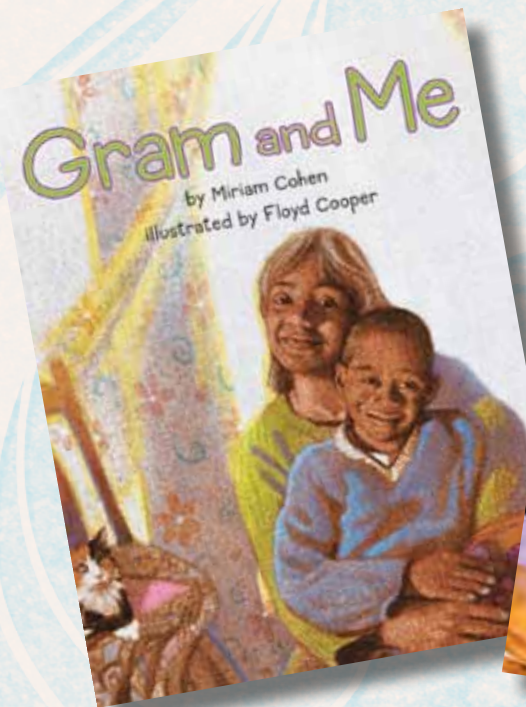


Motivate Students

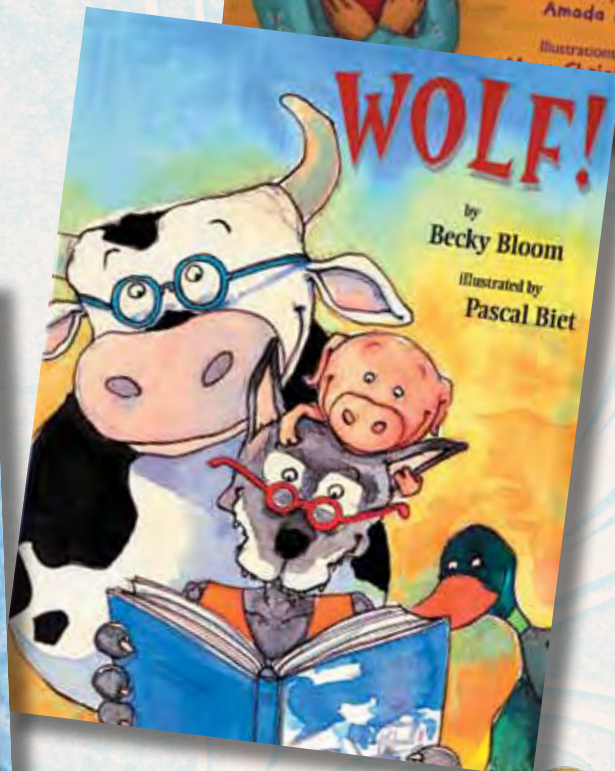
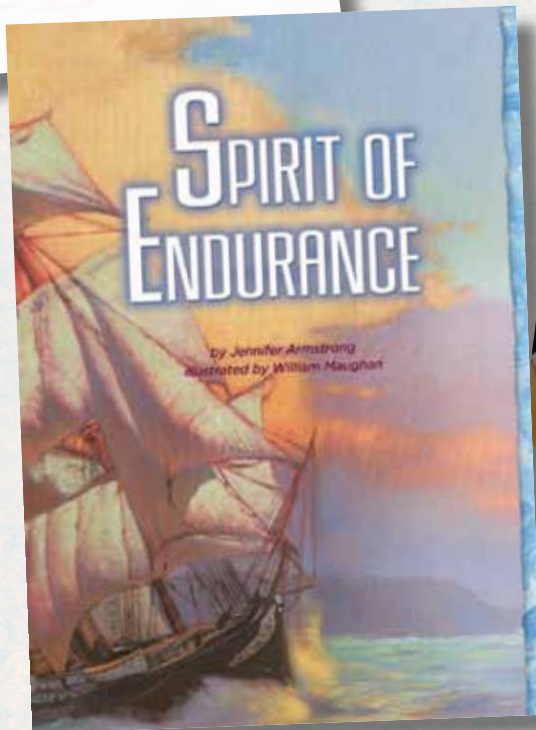
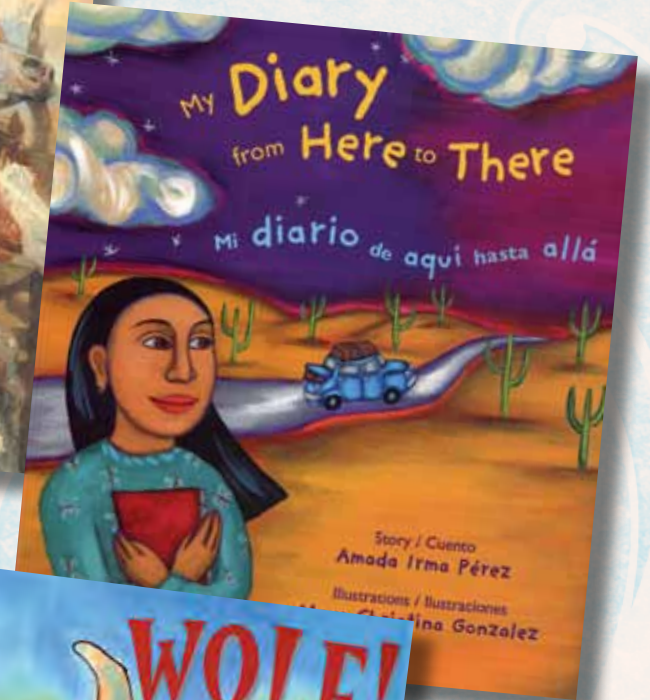
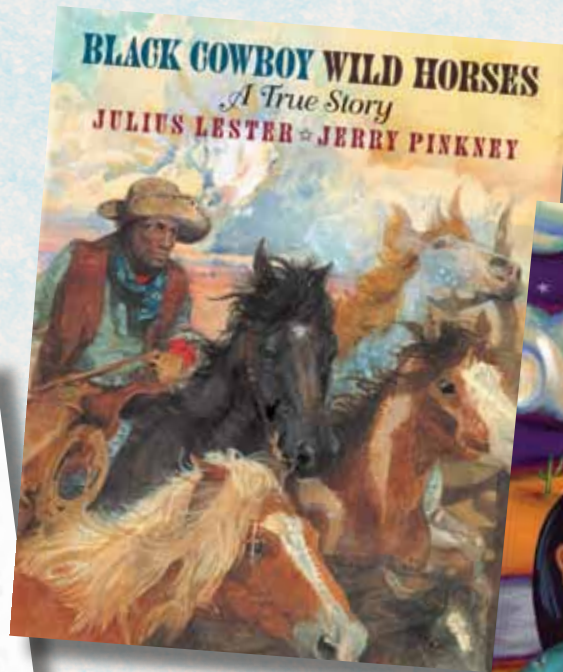
Will the literature engage my students?



Fiction and nonfiction selections help build a love of reading!



Treasures

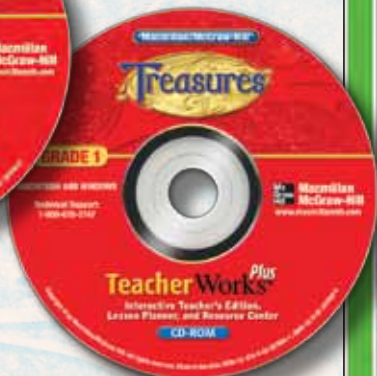
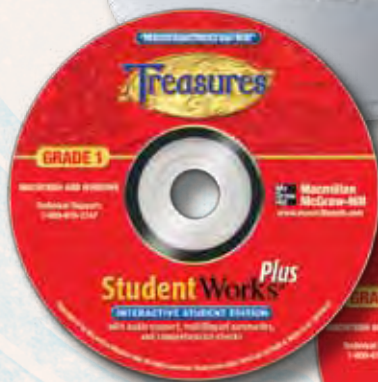
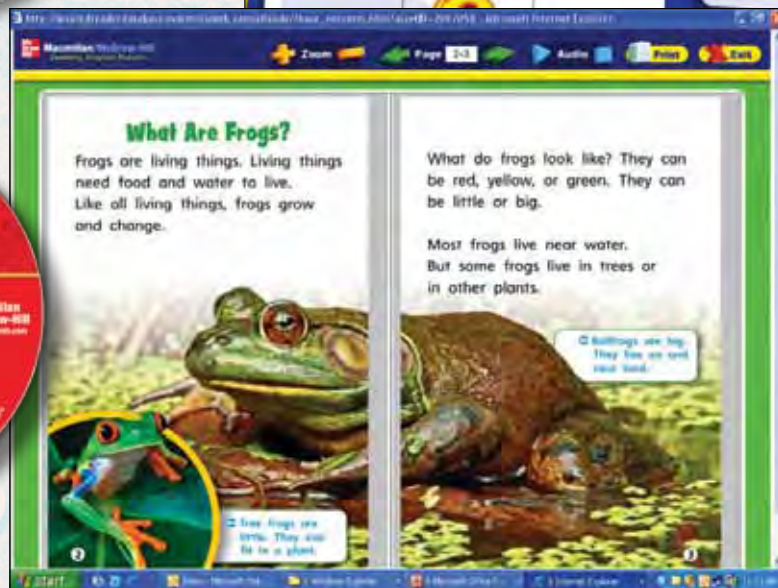
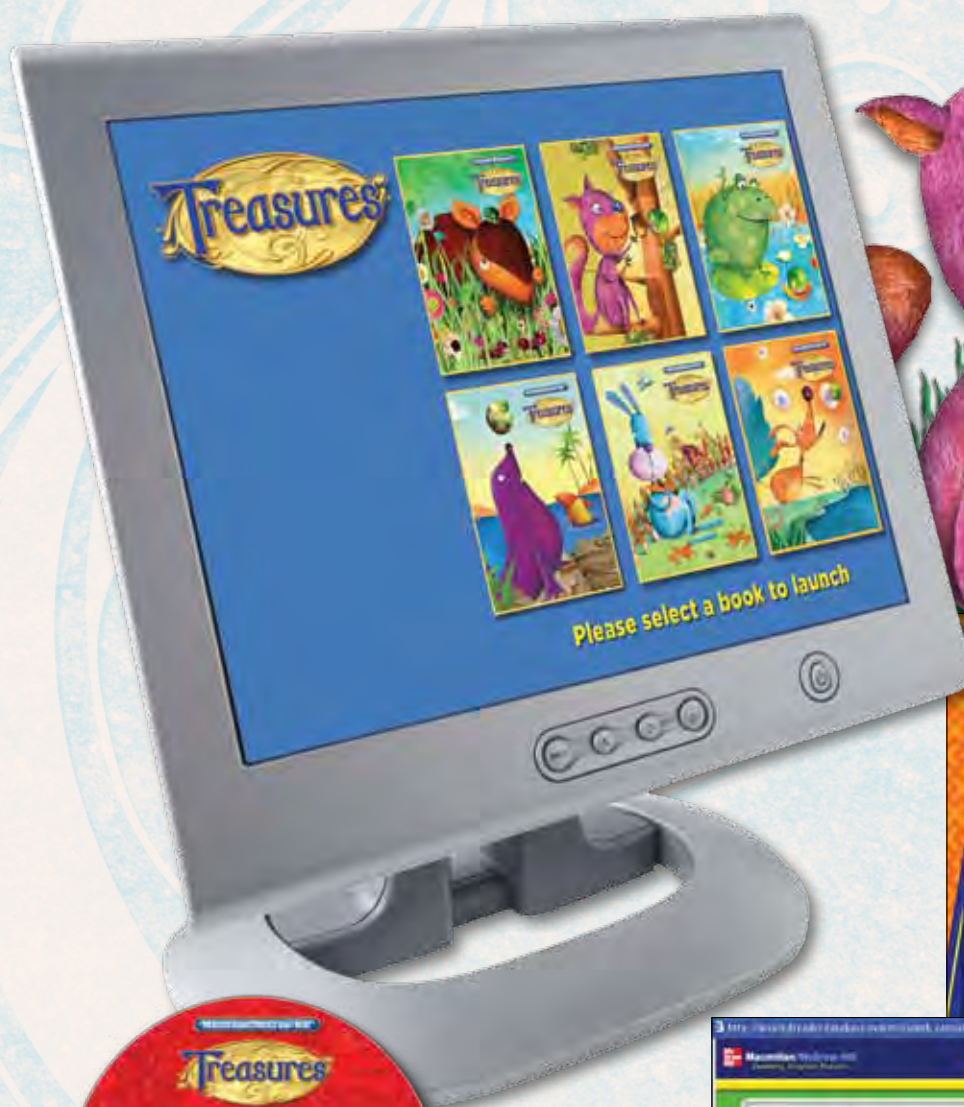


Motivate Students

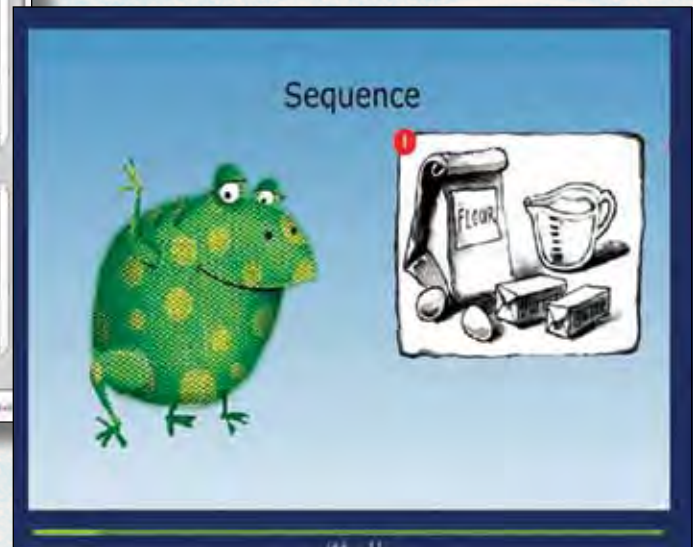
Will the technology bring learning alive?



Go to **ConnectED** www.connected.mcgraw-hill.com



Games and animated comprehension activities help build successful readers!

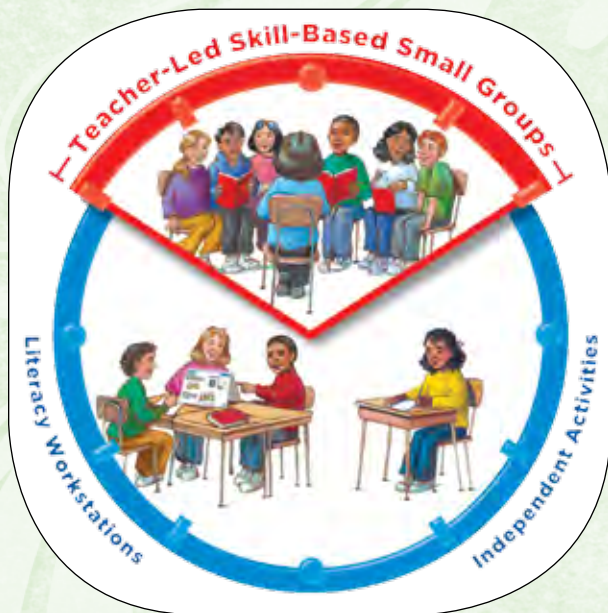


Interactive
resources for
use with
SMART Board™!



Empower Teachers

Does the program offer instructional strategies for differentiation?



ALL small-group lessons are found in a manageable **Teacher's Edition** at every grade with daily support for:

- Approaching Level
- On Level
- Beyond Level
- English Learner

Quick Check

Can students identify the characters, setting, and plot?

During **Small Group Instruction**

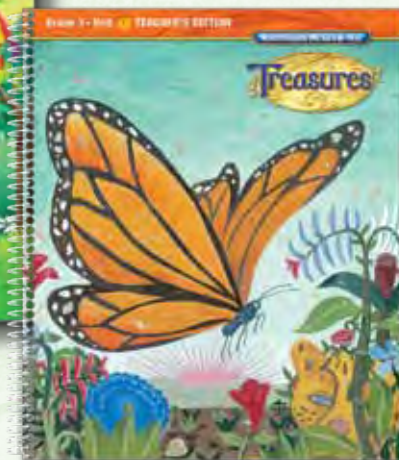
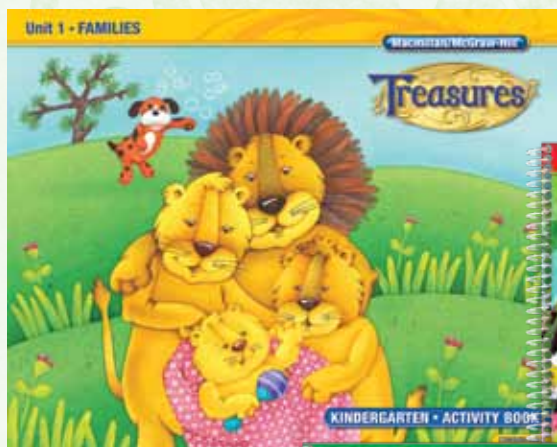
Tier 2

If No → Approaching Level Reteach the skill and have students apply it to a simpler text. Use Practice Reader lessons, pp. 33N–33P.

If Yes → On Level Have students apply the skill to a new text to consolidate learning. Use Practice Reader lessons, pp. 33U–33V.



Beyond Level Have students apply the skill to a more complex text to extend learning. Use Practice Reader lessons, pp. 33y–33z.



Teacher's Editions



Small-group lessons target student needs including **Tier 2** instruction.

DAY 1 SMALL GROUP

ELL ENGLISH LANGUAGE LEARNERS

On Level

Phonics

Beyond Level

DAY 1 SMALL GROUP

ELL

Approaching Level

Phonemic Awareness

Phoneme Isolation

Phonics

SOUND-SPELLING

SHORT

1110 Unit 2 Week 6

1111 Unit 2 Week 6

111K Unit 2 Week 6

Online Professional Development videos (also available on DVD) **SHOW** you proven strategies that work!

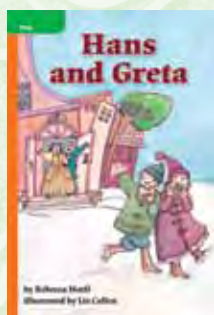
Empower Teachers

Do I have resources for differentiated instruction?



Leveled Readers provide needed application in comprehension and vocabulary.

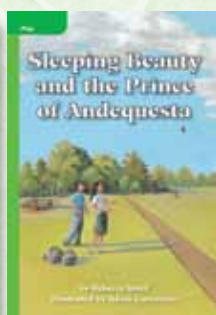
Fiction



Approaching Level



On Level



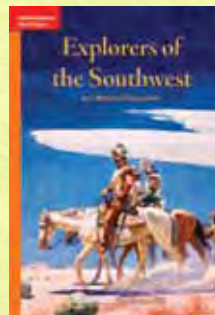
Beyond Level



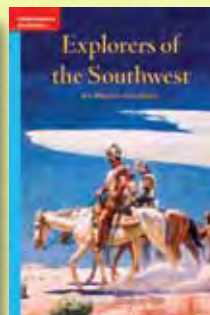
English Language Learner

Nonfiction

Same content; three levels



Approaching Level

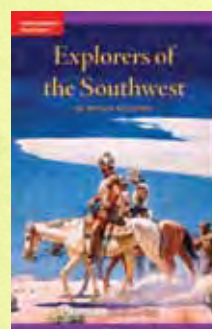


On Level



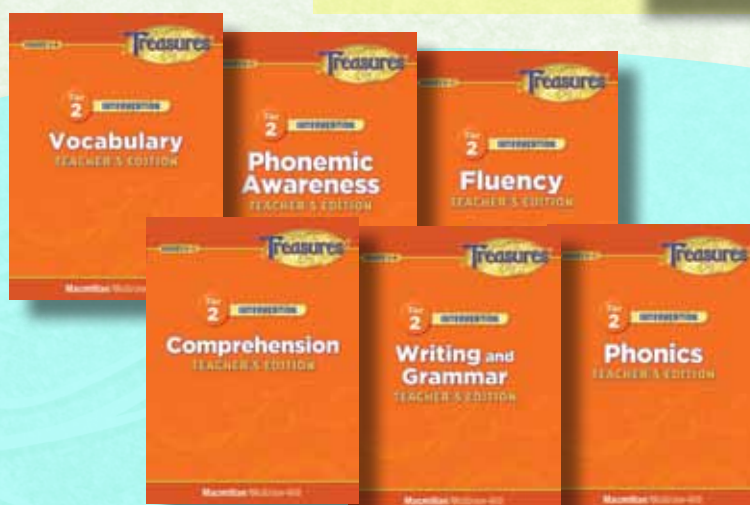
Beyond Level

Same content; sheltered for ELL access



English Language Learner

Intervention tools close the learning gap.

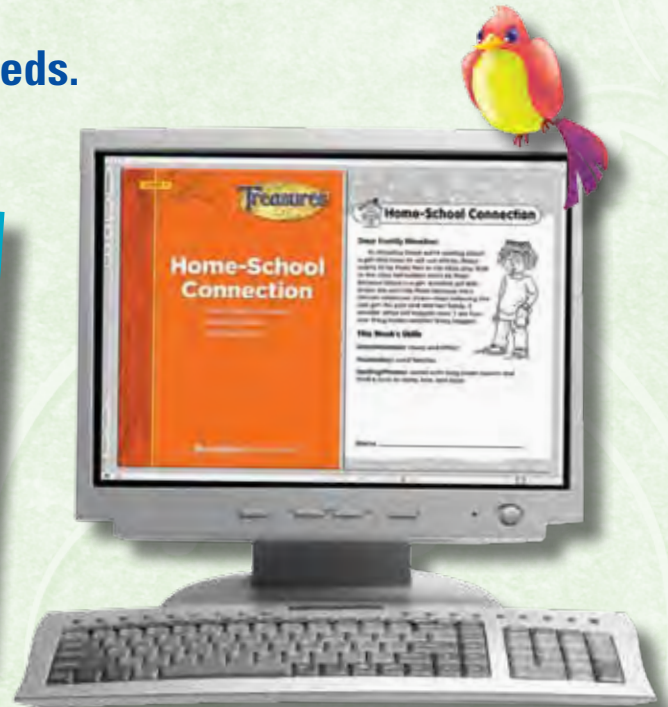
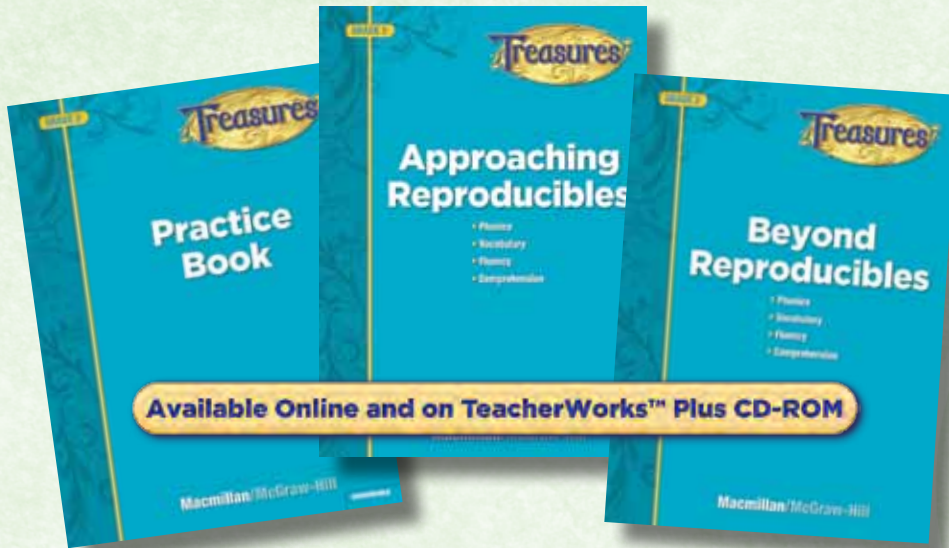


Tier 2 Intervention Teacher's Editions,
Grades K-2 and 3-6

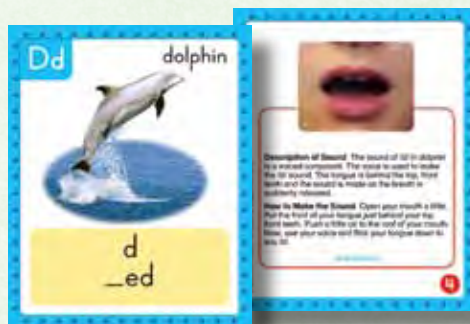


Intervention Anthologies
for Tier 3

Differentiated practice meets ALL students' needs.

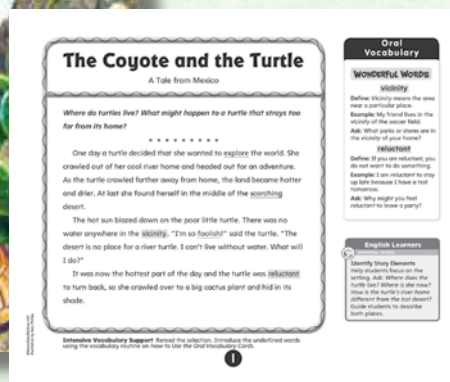
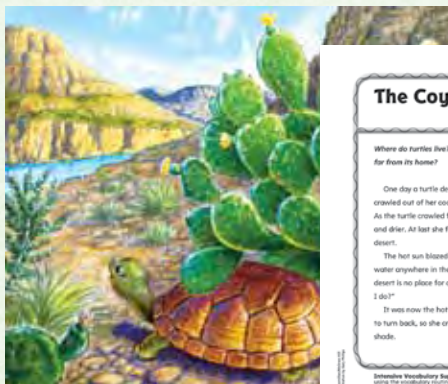


Manipulatives and visual resources enhance student learning.



Sound-Spelling Cards

FOLDABLES® Hands-on activities for reinforcing weekly skills



Oral Vocabulary Cards

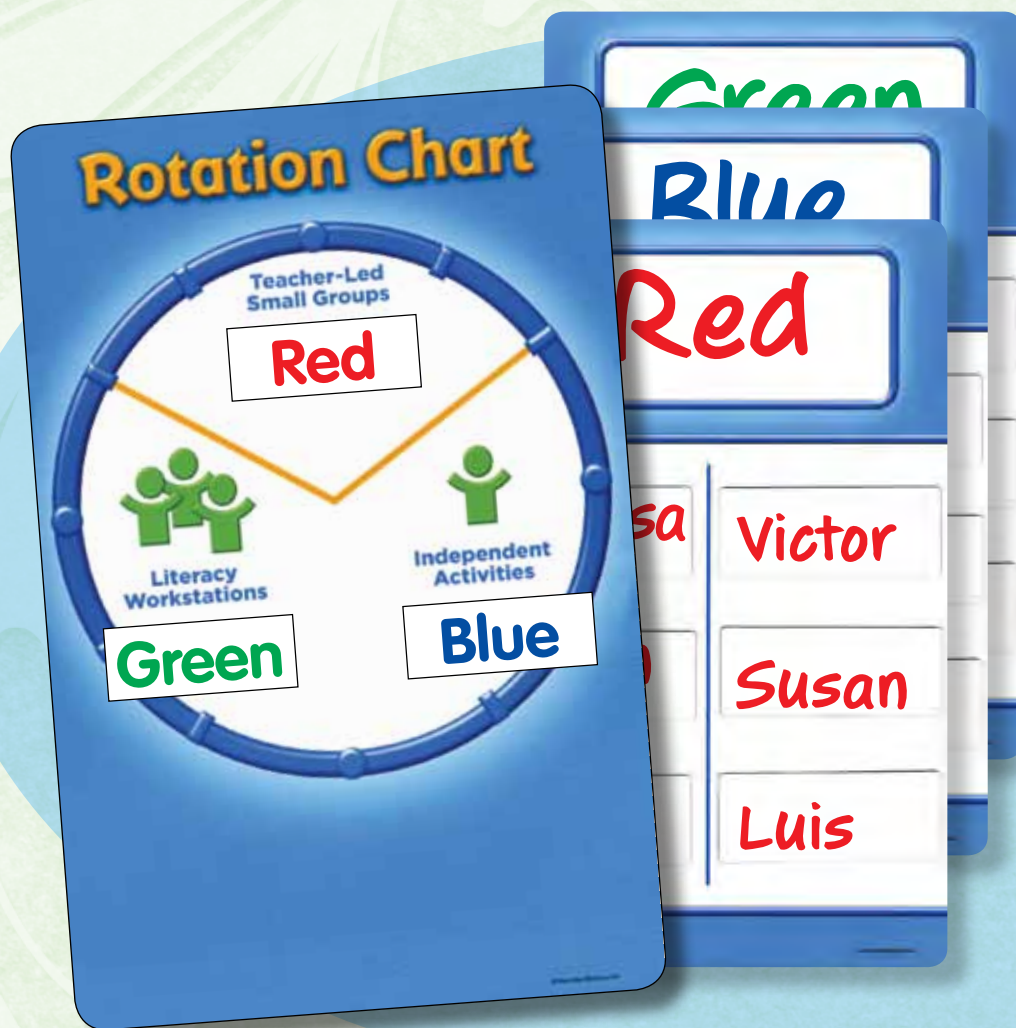


Visual Vocabulary Resources

Empower Teachers

What do I do with the rest of the class?

A management system helps teachers every minute, everyday!



Rotation Chart

Weekly Contracts

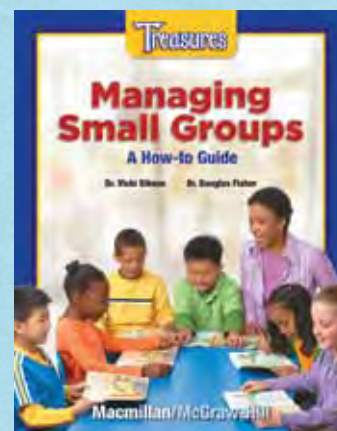
Name _____ Date _____

My To-Do List

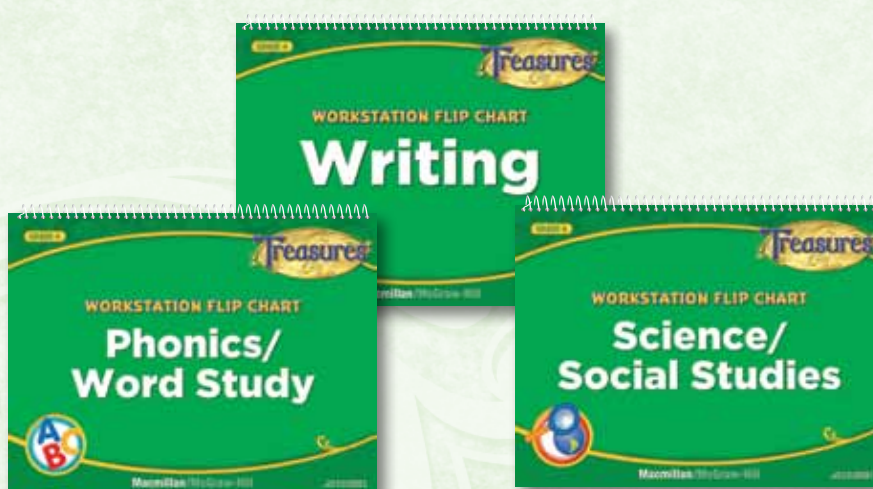
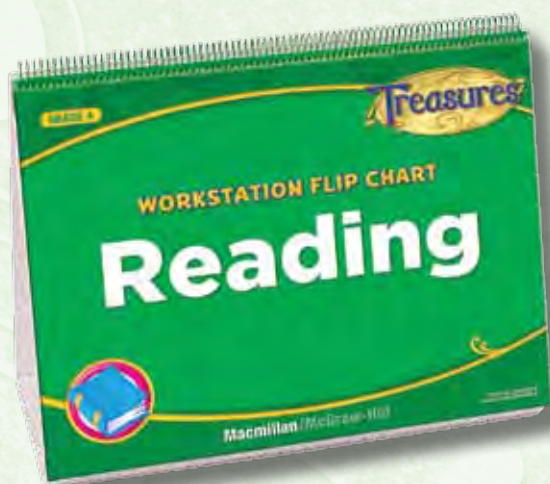
Put a check next to the activities you complete.

Reading <ul style="list-style-type: none"><input type="checkbox"/> Practice fluency<input type="checkbox"/> Choose a fiction book	Phonics/ Word Study <ul style="list-style-type: none"><input type="checkbox"/> Look up words with prefixes dis-, un-, non-<input type="checkbox"/> Use words with short vowels
Writing <ul style="list-style-type: none"><input type="checkbox"/> Write a personal narrative<input type="checkbox"/> Write a poem about friendship	Science <ul style="list-style-type: none"><input type="checkbox"/> Research a breakfast fruit or vegetable<input type="checkbox"/> Make a list of facts
Social Studies <ul style="list-style-type: none"><input type="checkbox"/> List ways you can help your community<input type="checkbox"/> Discuss your list	Leveled Readers <ul style="list-style-type: none"><input type="checkbox"/> Write About It!<input type="checkbox"/> Content Connection
Technology <ul style="list-style-type: none"><input type="checkbox"/> Vocabulary PuzzleMaker<input type="checkbox"/> Fluency Solutions<input type="checkbox"/> Listening Library<input type="checkbox"/> www.macmillanmh.com	Independent Practice <ul style="list-style-type: none"><input type="checkbox"/> Practice Book, 1-10

Contracts Unit 1 • First Day Jitters 3

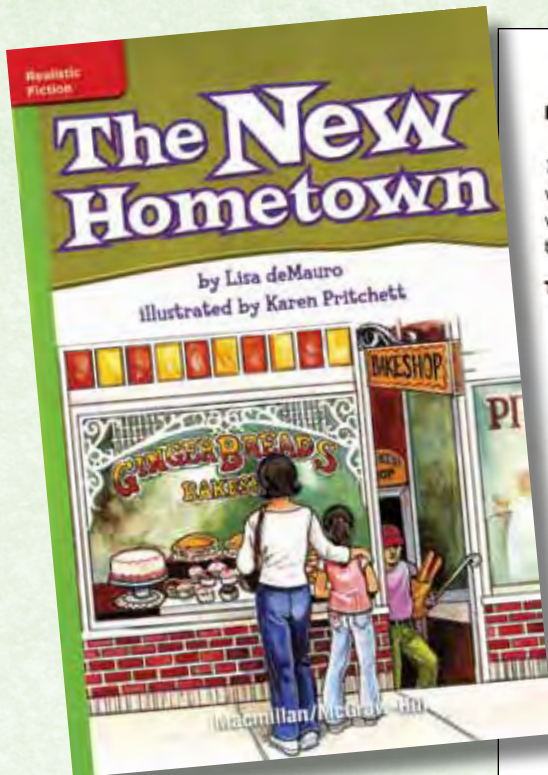


Managing Small Groups



Workstation Flip Charts

Literacy Activities in every leveled reader allow students to work independently while practicing important reading skills.



Comprehension Check

Retell the Story
Use a Story Map to retell *The New Hometown*. Describe what happens in the story, where it takes place, and who the characters are.

Character
Setting
Beginning
Middle
End

Think and Compare

1. Read over Nicky's statement on page 7. How does it help to explain what the story is about? (*Analyze Character, Setting, and Plot*)
2. If you were Nicky, how would you feel in this town? Why? (*Apply*)
3. Why do you think people move from place to place? Explain. (*Evaluate*)

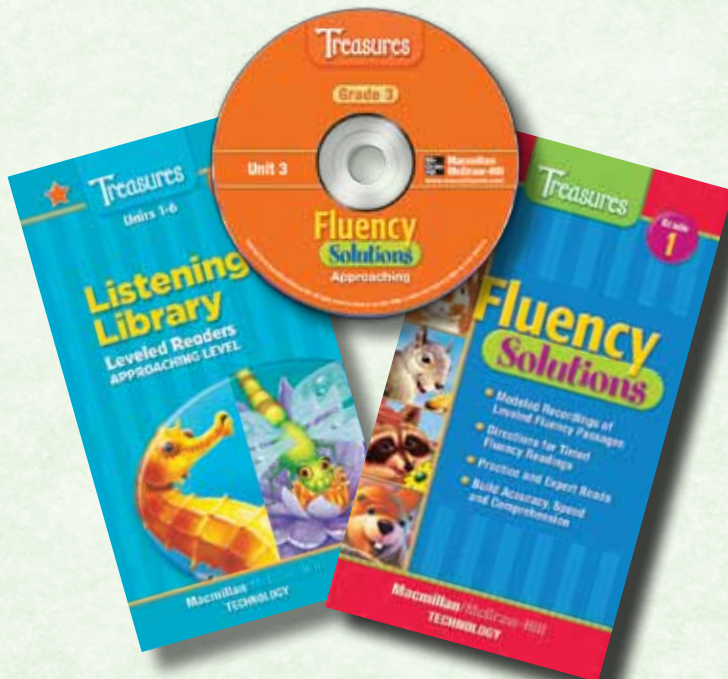
Literacy Activities

Write to a Friend
What would Nicky tell a friend from her old neighborhood about her new hometown? Pretend you are Nicky. Write a letter to a friend telling about where you live.

Think About Communities
What are the things that you like best about where you live? Make a list of all the things that make your town, community, or city special.

Leveled Reader Database provides access to leveled readers online!
macmillanmh.com

Leveled readers available on



Empower Teachers

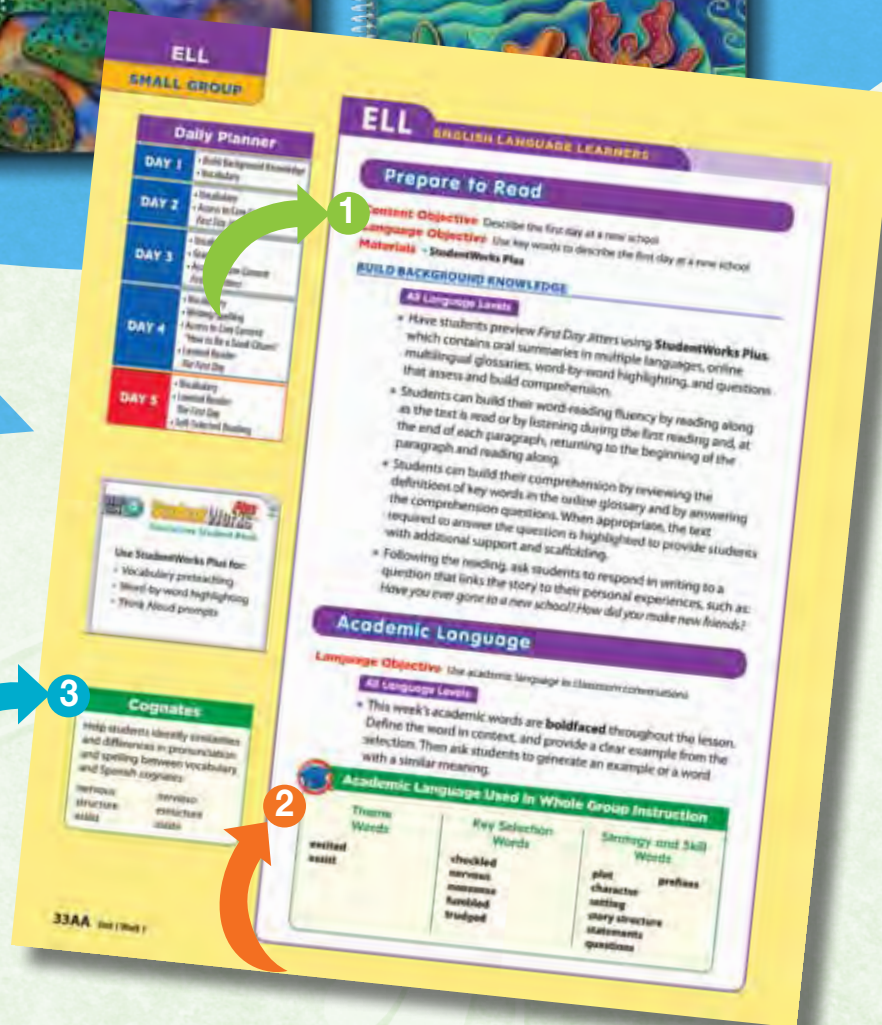
Does the program offer resources to help my students master English?

English Language Learner support includes:

- 1 Content and language objectives
- 2 Academic language
- 3 Cognates support



Teacher's Editions





English Language Learner Resources at every grade afford additional opportunities for English Language Learners to strive and thrive!

DAY 3
WHOLE GROUP

Story

Weekly Writing Prompt
This week children will use the prompt on **Student Book** pages 110 and 111 to write a story about an animal that lives in a funny house.

BRAINSTORM
In some fantasy stories, animals or people live in homes that are made of unusual materials or are constructed in funny ways, such as the mud hut in *The Pigs*, the Wolf, and the Mud. Ask children to think about another funny house an animal might live in. Have children discuss different things an animal could use or strange ways the house could be put together.

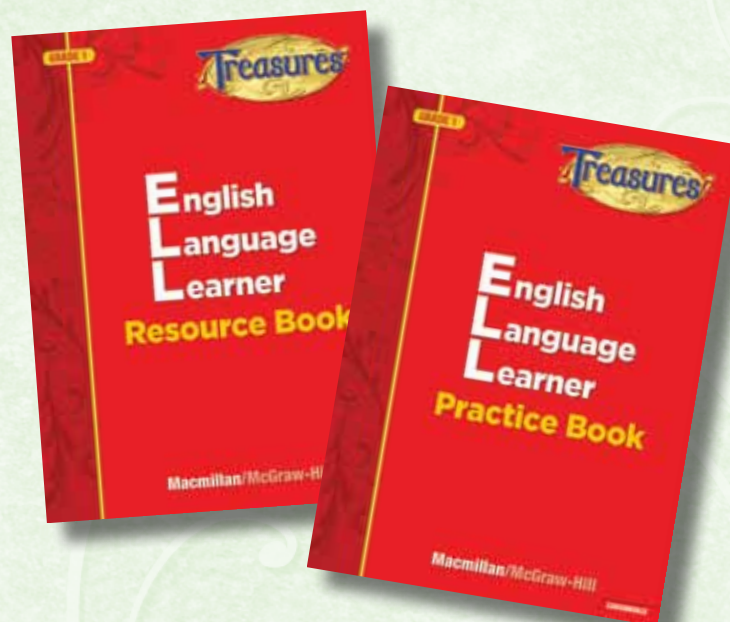
PREWRITE
Distribute paper to children. Ask children to draw a picture of a funny house. Have them write labels pointing to the house that name the materials used or ways it was constructed. Then have them draw and label the animal or animals that live there. Remind children this is a fantasy story, so they can use their imagination to plan.

DRAFT
Have children write a short story about the animal and its funny house. Tell them that their story should have a beginning, a middle, and an end. Remind them to use interesting and precise words to help make the story more entertaining.

ELL ENGLISH LANGUAGE LEARNERS

Beginning	Intermediate	Advanced
Use Visuals Ask children to tell you about their drawings. Is this house big or small? Is this a house or a goat? Provide vocabulary and labels as needed. Then write sentences. The _____ lives in a _____ house. The house was made of _____. Read them and ask children to copy them. Help children use the labels from their drawings to complete the sentences.	Narrate Encourage children to talk about their drawings. What is the house made of? What lives in the house? Is the house (big/small, blue/red)? Repeat children's responses, correcting grammar or pronunciation as needed. Provide sentence frames for children to copy and complete. Read the sentences with children.	Elaborate Ask children to describe their drawings. Elicit details to help further support children's responses. Why does your animal live in this house? Advanced High Challenge children to use proper nouns to name the animal(s) they drew. Encourage them to use the nouns in their sentences.

The Pigs, the Wolf, and the Mud 105E



Key Vocabulary
Unit 4 Week 4: The Earth Dragon

Word 1 **trembles**

Key Vocabulary
Unit 4 Week 4: The Earth Dragon

Word 1 **trembles**

TEACHER TALK

Point to the Word 1 image on the opening slide.

- One word in the selection is **trembles**. Say it with me: **trembles**. **Trembles** means "shakes." The ground trembles during an earthquake.
- En español, **lo temble** quiere decir "temblar, temblar". La tierra tembla durante un terremoto.
- Now let's look at a picture that demonstrates the word **trembles**. (Point to the boy in the middle.) This boy is watching a scary movie. This part is so scary that his hand trembles. He might drop his popcorn if his hands shake too much.

MOVEMENT

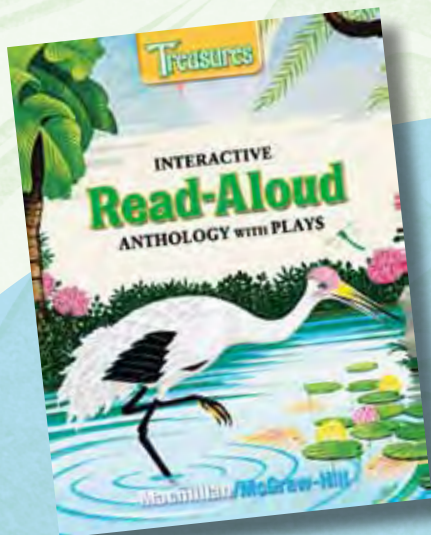
- Pretend you are a tree. Make your branches tremble in the wind.
- Now tremble as if you went out on a cold day without a sweater.
- Now let's say **trembles** together three more times: **trembles, trembles, trembles**.

Daily lessons for ELL in the Teacher's Edition support all levels of language acquisition.

Research-based routines help students develop vocabulary.

Empower Teachers

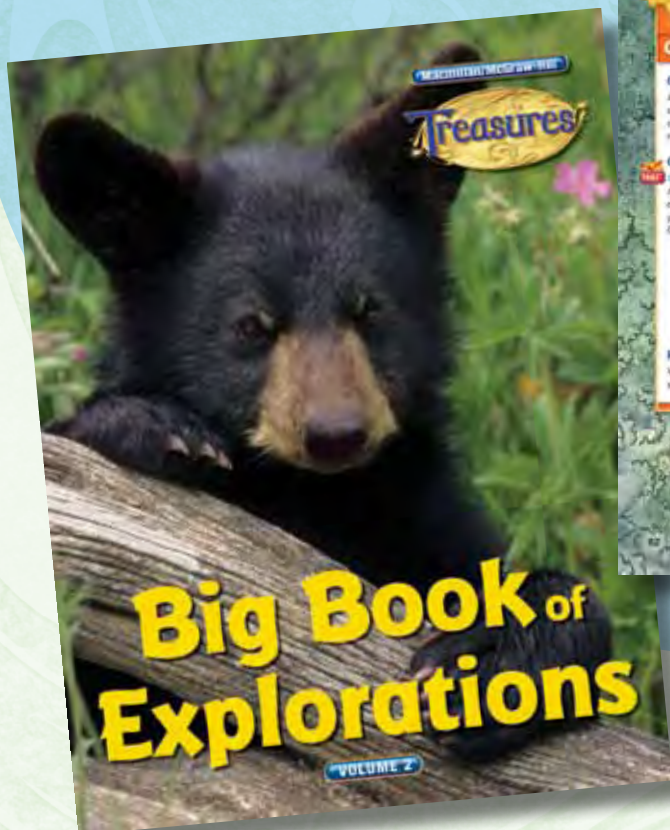
Does TREASURES have resources for balanced literacy?



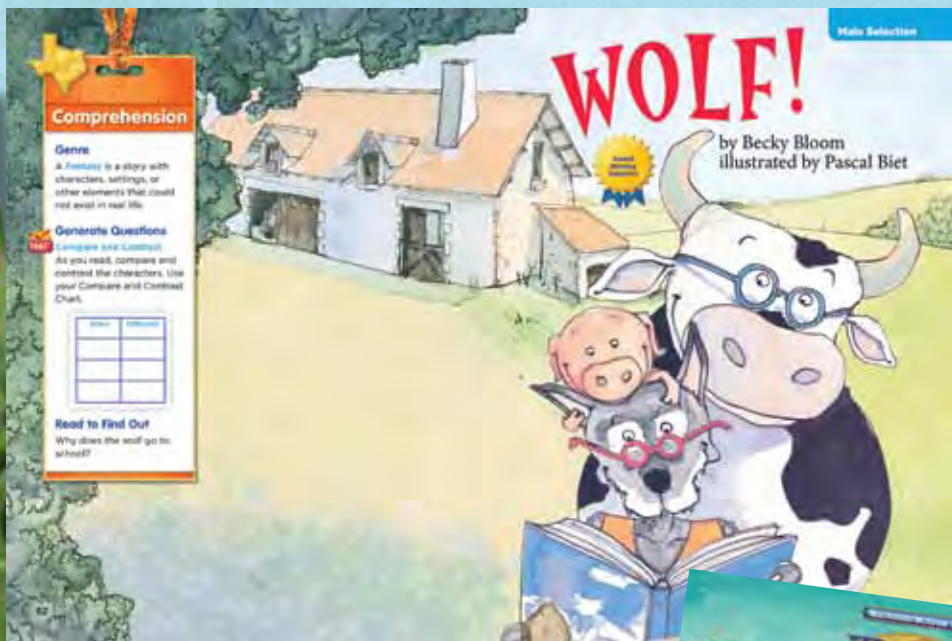
Modeled Reading

Interactive reading anthologies at every grade provide poems, plays, nonfiction and more for shared reading.

Shared Reading



Big Books allow for fiction and nonfiction shared reading.



Student books provide delightful stories to read together.



Guided Reading



Fiction and nonfiction leveled resources allow for guided reading at every grade.

Independent Reading



Independent, student-centered reading for students at every grade.



Leveled Classroom Library Trade Books offer independent reading opportunities at every grade.

Balanced Literacy Lesson Planner



Use *Treasures* resources online to create your own balanced literacy plan.

www.connected.mcgraw-hill.com

Empower Teachers

Will my students become better writers?



The Writers' Express®
Curriculum Framework & Assessment Tools

Partnership with *The Writers' Express*®, a research-based writing program with proven results = increased test scores!

Multiple modeled writing opportunities are offered every week.

Write

WHOLE GROUP

WRITING WORKSHOP

- Developing Narratives
- Trait: Ideas
- Describe a Single Object/Character

Writing

UNIT 1

Developing Narratives

WEEK	Focus
WEEK 1	Strong Sentences/Trait: Ideas Focus on a Single Moment
WEEK 2	Strong Paragraphs/Trait: Ideas Develop a Single Moment
WEEK 3	Personal Narrative
WEEK 4	Strong Sentences/Trait: Ideas Describe a Single Object
WEEK 5	Strong Paragraphs/Trait: Ideas Describe a Setting
WEEK 6	Personal Narrative

109A Unit 1 Week 4

Trait: Ideas

Strong Sentences: Describe a Single Object/Character

TEACH/MODEL. Tell students that when writers describe a single object or character, they focus on details. They concentrate on concrete details that appeal to the senses.

Prewrite. Display **Writing Transparency 10**. Model aloud how to describe an object such as lip balm.

Teacher: Let's use this chart to describe this cherry lip balm. I'm going to take off the cap to see how it smells. Mmm! Like cherries. I'm going to write that in the chart below "Smells." What noise did you hear when I took off the cap?

Students: I heard a popping noise.

Teacher: Exactly. Now I can write that below "Sounds." I bet you normally wouldn't think of lip balm sounding like anything, but when we really stop and think about it, it can definitely make a noise.

such as "goosey" or "sticky" to describe how the lip balm feels.

Transparency 10

Item	Smells	Tastes	Looks	Feels	Sounds
Lip balm	sweet like cherries	like cherries	red	goosey sticky	pops when the top comes off
Toothbrush					

Writing Transparency

Write

Reading and Writing Connection

Trait: Ideas

DESCRIBE A SINGLE OBJECT/CHARACTER

Remind students that good writers slow down a moment in time and help readers picture characters and objects by describing them in detail. Using descriptive words and phrases that appeal to the senses can make sentences stronger and more interesting.

Read the Passage

Use the example from *Wolf!* to show how the author uses focus to help readers picture Wolf and what he is doing.

- Have students read the bookmark. Remind them that focus means describing just one character or object in detail.
- Ask:** When have you read aloud to someone else?
- Then have students chorally read the excerpt from *Wolf!* Direct their attention to the callout. Ask: What does Wolf do before he begins to read? What details does the author give about the way Wolf reads?
- Ask:** Why do you think the author wanted us to be able to imagine this small moment in time?

Reading and Writing Connection

Trait: Ideas

Good writers slow down a moment in time by describing a character or an object in detail.

Read the passage below. Notice how author Beverly Bloom focuses on a...

The author focuses on the moment when the wolf finally gets the other animals to pay attention to his reading. She includes details about what each character does as the wolf starts reading.

Ding-dong, rang the wolf at the farm gate.

He lay down on the grass, made himself comfortable, took out his new book, and began to read.

He read with confidence and passion, and the pig, the cow, and the duck all listened and said not one word.

Connect reading and writing with an expert model each week.

Write to a Prompt builds writing fluency and stamina needed for success!

Read

Test Practice

Writing Prompt

EXPLAIN

Tell students that when taking a test, they often will be asked to write to a prompt. Explain that a prompt introduces or gives information about a writing topic, and then provides instructions about a specific writing assignment related to the information. Explain that most prompts will fall under two types of writing modes: expository prompts, which ask the writer to explain something, or narrative prompts, which ask the writer to tell a story.

Before students begin to write to a prompt, they need to find the following information:

- What is the mode, or type, of writing? Is the prompt expository or narrative?
- What is the purpose for writing? What is the actual assignment?
- Does the prompt call for a specific form or format?

MODEL

Determine the Writing Mode Read the prompt above the student model aloud. Then draw students' attention to the information in the bubbles. Review the definition of narrative writing. Point out the clue words in the bubble and the specific clue words in the prompt.

Determine the Purpose Ask: Which words in the prompt tell you the purpose for writing? *About a time you enjoyed a game or ride.* The purpose will be to write an entertaining story about a real event.

Write

Writing: Narrative

Write to a Prompt

Write a composition about a time you enjoyed a game or ride.

Below, see how one student begins a response to the prompt above.

I gave my blue ticket to the man and ran to the horse I had chosen. I climbed up and held the gold pole with both hands. Loud music started, and the carousel began to turn.

My beautiful horse galloped up and down. Its saddle was painted bright red and yellow. The horse was grayish with smoky black spots. It was the best horse on the carousel.

When the ride stopped, I looked at the other people. Everyone was smiling. I guess they all enjoyed the ride, too.

Read

Test Practice

Writing Prompt

Respond in writing to the prompt below. Review the hints before and after you write.

Write a composition about a time you played in a playground or at a park.

Writing Hints

- Remember to write about a time you played in a playground or at a park.
- Plan your writing by organizing your ideas.
- Include important details to support your ideas.
- Check that each sentence you write helps the reader to understand your story.
- Use correct spelling, capitalization, punctuation, grammar, and sentence.
- Review and edit your writing.

Write

4-POINT SCORING RUBRIC

4 Excellent	3 Good	2 Fair	1 Unsatisfactory
Focus and Coherence Gives interesting and detailed information about a central topic.	Focus and Coherence Gives information about a central topic.	Focus and Coherence Gives information about a topic, but may stray from focus.	Focus and Coherence Does not give information about a central topic.
Organization Presents a main idea that is supported by clear, factual details.	Organization Presents a main idea and supports it with details.	Organization Checks a main idea or offers few supporting details.	Organization Does not present a main idea supported by details.
Development of Ideas Thoroughly develops ideas. Uses precise word choice to enhance quality of content.	Development of Ideas Attempts to develop ideas. May need choice to tell the purpose.	Development of Ideas Attempts to develop ideas, but may be inconsistent. Chooses words that are often (if suited for the purpose).	Development of Ideas Provides little or no development of ideas. Chooses words that are chosen mostly randomly.
Voice Uses a personal voice that adds an exciting, unique tone to the writing.	Voice Uses a personal voice that generally enhances an exciting, unique tone.	Voice Writer has difficulty maintaining an exciting, unique tone.	Voice Writer does not express a personal voice.
Conventions Writing is almost entirely free of mechanical, grammatical, and spelling errors. Sentence flow flows easily to the reader.	Conventions Spelling, capitalization, punctuation, and usage are mostly correct. Sentence flow naturally to the reader.	Conventions Makes mistakes that can distract with the meaning of the writing. Sentence flow is somewhat awkward.	Conventions Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or not complete.

Increase Test Scores

Are all my standards taught?



Week 5 ★ At a Glance

Priority Skills and Concepts

Comprehension

- Strategy: Summarize
- Skill: Make and Confirm Predictions
- Skill: Compare and Contrast
- Genre: Fiction, Expository Nonfiction

Vocabulary

- Selection Vocabulary: **separate**, **determination**, **storage**, **exact**, **ruined**, **luckiest**
- Strategy: Word Parts: Suffixes -er, -est

Fluency

- Phrasing

Phonics/Spelling

- Word Study: Long & Multisyllabic Words
- Spelling Words: **mild**, **sky**, **pie**, **might**, **find**, **fight**, **ried**, **right**, **fly**, **right**, **child**, **flight**, **bright**, **buy**, **dye**
- **soak**, **bow**, **gold**

Grammar/Mechanics

- Compound Sentences
- Punctuate Compound Sentences

Writing

- Trait: Ideas
- Develop a Setting

Key



Focused in program



Review Skill

Support for standards in:

- comprehension
- vocabulary
- phonics/spelling
- fluency
- grammar
- writing

is consistent throughout every week in each grade!

Introduce skill and graphic organizer each week

Vocabulary

separate	exact
determination	ruined
storage	luckiest

Word Parts

Build - er and -est show comparison. The ending -er means "more." The ending -est means "most."

Biggest - a make-up

Pond Street Clubhouse

by Sylvia Murray

On Saturday I went to the lumberyard with Dad to order lumber for the new garage. I saw the wood and got an idea.

"Hey, Dad," I said. "Could we build a clubhouse?"

"Probably not," said Dad. "I'll be too busy with the garage."

"But, Dad," I said, "you had a clubhouse when you were young."

Dad smiled and said, "I know, but first we have to build the garage."

I had to think of a way to get Dad to agree. "We can **separate** the clubhouse into two rooms," I said with **determination**, or purpose. "The bigger one can be used as a **storage** room."

Dad thought about it for a moment. Then he said, "Let's wait to see if there is enough extra wood."

The garage supplies came the following weekend. There were huge piles of wood and a big box. It was a crate of nails and shingles for the roof. It looked like more than enough. When the truck left, Dad said, "Good news! We'll be able to build your clubhouse with the leftover wood when the garage is finished."

After a few weeks, it was time to start. A bunch of neighborhood kids came to help.

Vocabulary and Comprehension

Dad let us measure the wood. Measuring has to be **exact** or else the pieces won't fit together. If Dad cut the wood too long or too short, our plans could be **ruined**. I knew we couldn't buy any extra wood.

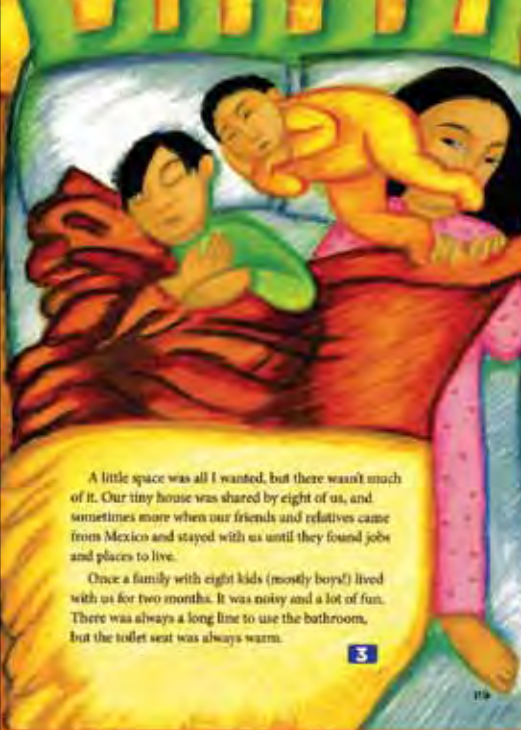
When the clubhouse was finally finished, I was so thrilled. I made a sign and nailed it on the door. It said, "Pond Street Clubhouse—Welcome!" Now I have a great place to play. Am I the **luckiest** kid in town, or what?

Reread for Comprehension

Summarize

Make and Confirm Predictions As you read, you can summarize ideas and events that have happened so far in a story. Then use the summary and characters' actions to tell, or make predictions, about what event might happen later in the story. To confirm your predictions, read on and find out what really happens. Reread the story. Use your Predictions Chart to make and confirm predictions.

What I Predict	What Happens



A little space was all I wanted, but there wasn't much of it. Our tiny house was shared by eight of us, and sometimes more when our friends and relatives came from Mexico and stayed with us until they found jobs and places to live.

Once a family with eight kids (mostly boys) lived with us for two months. It was noisy and a lot of fun. There was always a long line to use the bathroom, but the toilet seat was always warm.

3

Read
Main Selection

Develop Comprehension

3 SKILL
MAKE PREDICTIONS

Do you think the girl will get her own room? Why or why not? Use story clues to make your prediction. (I predict that the girl will get her own room because she says that is what she wants more than anything in the whole world. Also the title of the story, *My Very Own Room*, gives a clue that she will get her own room.)

Put your prediction on your Predictions Chart under What I Predict.

What I Predict	What Happens
The girl will get her own room.	

ELL ENGLISH LANGUAGE LEARNERS

Beginning

Access Content To preteach story content, build language, and develop meaning, use the Interactive Question-Response Guide in the **ELL Resource Book**, pages 52–63. Give ample time for students to respond. They may point or use words or short phrases to respond.

Intermediate

Elaborate Preteach story content, build language, and develop meaning using the Interactive Question-Response Guide in the **ELL Resource Book**, pages 52–63. Repeat their responses, correcting pronunciation or grammar as needed. Have them elaborate on their responses.

Advanced

Rephrase Complete the intermediate task with students. Ask students to restate their responses.

Phonics/Word Study

APPLY DECODING SKILLS While reading, point out single-syllable and multisyllabic words with the sound/spelling patterns, syllable types, and frequently appearing word parts students have recently learned. Help students blend these words. You may wish to focus on selection words with the long *i* spelling pattern, such as *light*, *my*, *light*, and *goodnight*.

My Very Own Room 119

Teach and apply skill and use graphic organizer



What I Predict	What Happens

Comprehension

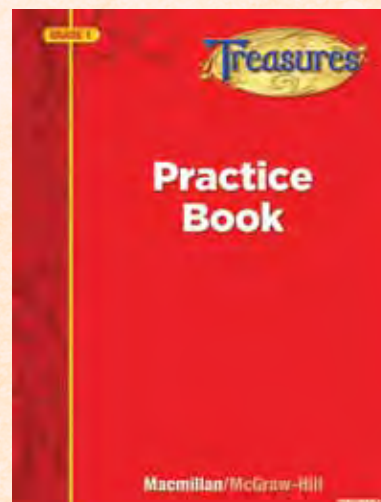
Summarize Retell each scene. What happened? Did you see anything funny? What did you think? What did you like? What did you not like? What did you learn?

Think and Connect

1. Turn back to page 6. How did you feel when you first heard about the mission? (Make and Explain Predictions)

2. After reading the story, how do you feel now? Would you like to go? Would you like to help? Why?

3. How did you feel when you saw the mission? How did you feel when you saw the mission? How did you feel when you saw the mission?



Further weekly practice opportunities found in each grade's leveled practice book and online.

www.macmillanmh.com

Apply and practice skill with leveled readers – using the same graphic organizer.

Increase Test Scores

Will my students be ready for success on standardized tests?

Test Practice

Answering Questions

Right There answers are found in one place in the text.

Think and Search answers are found in more than one place.


Author and Me answers ask the reader to look for clues.

DOUBLE GOOD

1 Texarkana may be the most unusual city in the country. One half is in Arkansas. The other half is in Texas. It has two mayors, two fire departments, and two police departments.

2 Texarkana's name comes from three states: TEXas, ARKansas, and LOUISIANA. The borders of Texas and Arkansas run right through the middle of the city, but Louisiana is 25 miles away. Louisiana is in the city's name because in the 1800s, the people who built the city thought it would touch the Louisiana border.

3 State Line Avenue is Texarkana's main street. On one side of the street is Arkansas. On the other is Texas. At one time, there were two post offices in the town. Now there is only one. It is part of the Federal Building that was built in 1933. The base of the building is pink granite from Texas. The walls are made of limestone from Arkansas. The border between the two states runs right through the building. Outside the Federal Building, the borderline is painted on the sidewalk. It sounds confusing to live in Texarkana. However, the city's slogan is "Twice as Nice." That's because it is all one community to the people who live there.




This famous sign stands in front of the Federal Building in Texarkana.

Test Practice

DIRECTIONS
Decide which is the best answer to each question.

1 Look at the following web of information from the article.



Which information belongs in the empty oval?

(A) Louisiana is 25 miles away
(B) Borders run through middle of city
(C) The Federal Building was built in 1933
(D) Is twice as nice as other cities

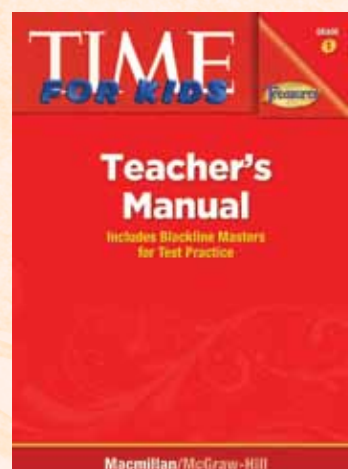
2 What is this article mainly about?

(A) Texarkana is not part of Louisiana.
(B) Texarkana is a confusing place to live.
(C) Texarkana is located in two states.
(D) Texarkana once had two post offices.

3 According to paragraph 3, the Federal Building in Texarkana —

(A) is built of Texas and Arkansas stone
(B) has a borderline painted on its floor
(C) contains two limestone post offices
(D) touches the borders of three states

TIME FOR KIDS support in every unit in every grade level student book teaches strategies and helps students build stamina for test success.



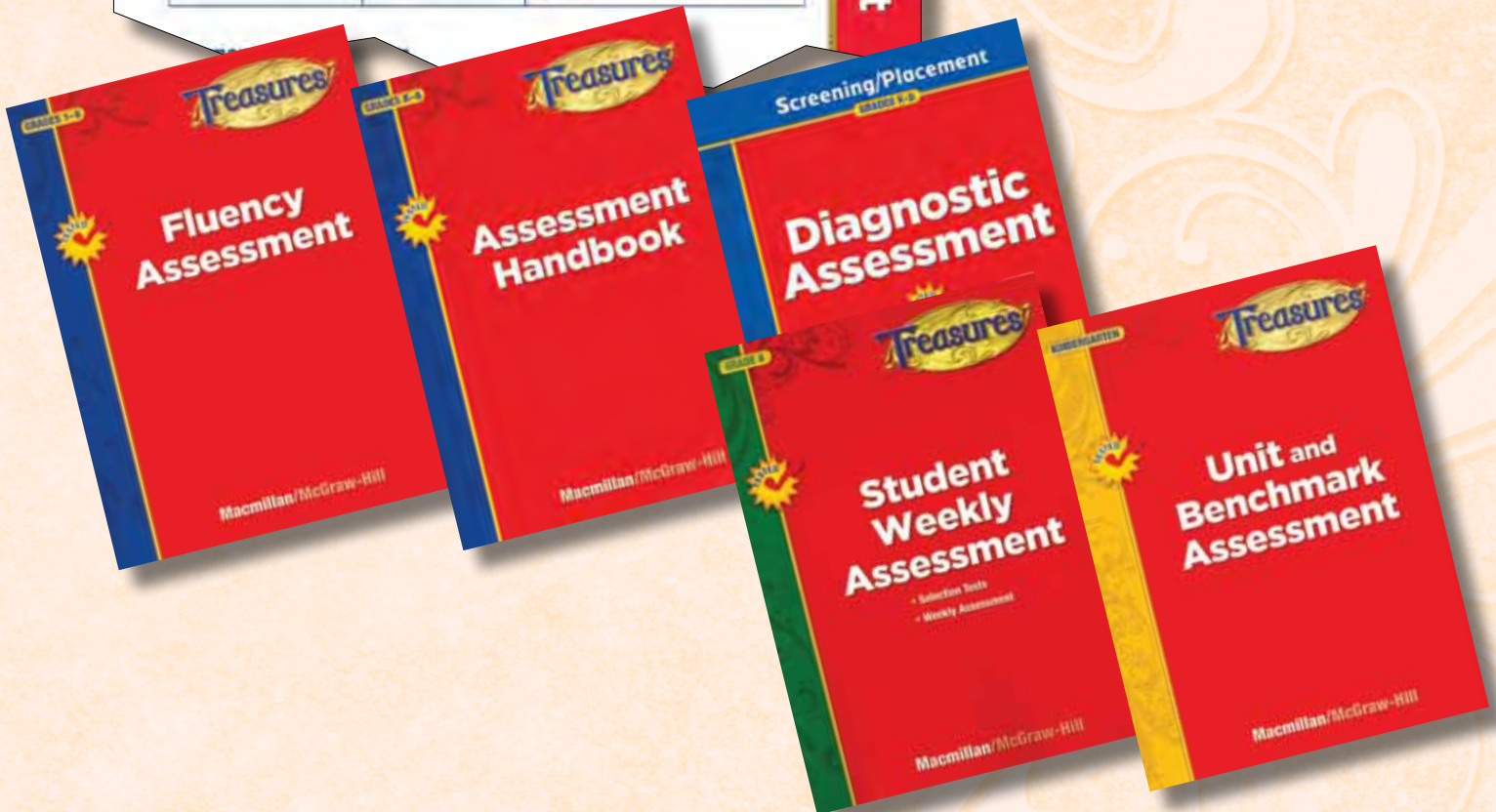
Treasures / TIME FOR KIDS magazines and **Teacher's Manual** at every grade provide motivating non-fiction and test-taking skills support!



Diagnose		Prescribe
Review the assessment answers with students. Have them correct their errors. Then provide additional instruction as needed.		
PHONICS Words with Final #	IF... 0-1 items correct ...	THEN...  Online Practice: Go to www.macmillanmh.com . See Phonics Intervention Teacher's Edition. See Sound-spelling Fluency and mixed review blending lines in upcoming lessons
VOCABULARY WORDS VOCABULARY STRATEGY	0-2 items correct ...	See Vocabulary Intervention Teacher's Edition.
COMPREHENSION Skill: Cause and Effect	0-2 items correct ...	See Comprehension Intervention Teacher's Edition.  See Cause and Effect lesson in Unit 1 Week 3.
GRAMMAR Skill: Commands and Exclamations	0-1 items correct ...	See Grammar and Writing Intervention Teacher's Edition.
FLUENCY	55-60 WCPM 0-54 WCPM	 Fluency Solutions Audio CD See Fluency Intervention Teacher's Edition.

End-of-Week Assessment

Diagnostic and prescriptive support each week help lead teachers to intervene early resulting in student success!



Program assessments inform instruction and help track student progress!



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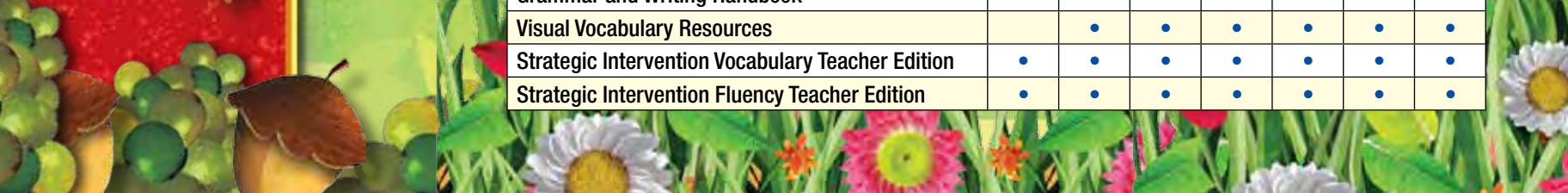
Treasures Components



Grades K–6

LITERATURE/STUDENT MATERIALS	K	1	2	3	4	5	6
Student Book		•	•	•	•	•	•
Decodeable Readers	•	•	•				
Literature Big Books	•	•	•	•			
Big Book of Explorations	•						
Read-Aloud Trade Books	•						
TIME FOR KIDS Student Edition		•	•	•	•	•	•

TEACHER MATERIALS	K	1	2	3	4	5	6
Teacher Editions	•	•	•	•	•	•	•
Teacher Resource Book	•	•	•	•	•	•	•
Leveled Practice Reproducibles	•	•	•	•	•	•	•
Leveled Practice Reproducibles	•	•	•	•	•	•	•
Interactive Read-Aloud Anthology with Plays	•	•	•	•	•	•	•
Teaching Transparencies		•	•	•	•	•	•
Sing, Talk, Rhyme Handbook	•						
Sing, Talk, Rhyme Chart	•						
Teaching Chart		•					
English Language Learner Resource Book		•	•	•	•	•	•
English Language Learner Practice Book		•	•	•	•	•	•
HomeSchool Connection	•	•	•	•	•	•	•
Handwriting/Practice Book plus ATE	•	•	•	•	•	•	•
Phonics/Spelling Practice Book with ATE		•	•	•	•	•	•
Grammar Practice Book with ATE		•	•	•	•	•	•
Managing Small Groups: A How-To Guide	•	•	•	•	•	•	•
Small Group Management Rotation Chart	•	•	•	•	•	•	•
Weekly Contracts	•	•	•	•	•	•	•
Foldables®	•	•	•	•	•	•	•
Workstation Flip Charts: Reading, Writing, Phonics/ Word Study, Science/Social Studies)	•	•	•	•	•	•	•
Grammar and Writing Handbook	•	•	•	•	•	•	•
Visual Vocabulary Resources		•	•	•	•	•	•
Strategic Intervention Vocabulary Teacher Edition	•	•	•	•	•	•	•
Strategic Intervention Fluency Teacher Edition	•	•	•	•	•	•	•



TEACHER MATERIALS (CONT')	K	1	2	3	4	5	6
Strategic Intervention Phonemic Awareness Teacher Edition	•	•	•				
Strategic Intervention Phonics Teacher Edition	•	•	•	•	•	•	•
Strategic Intervention Writing and Grammar Teacher Edition				•	•	•	

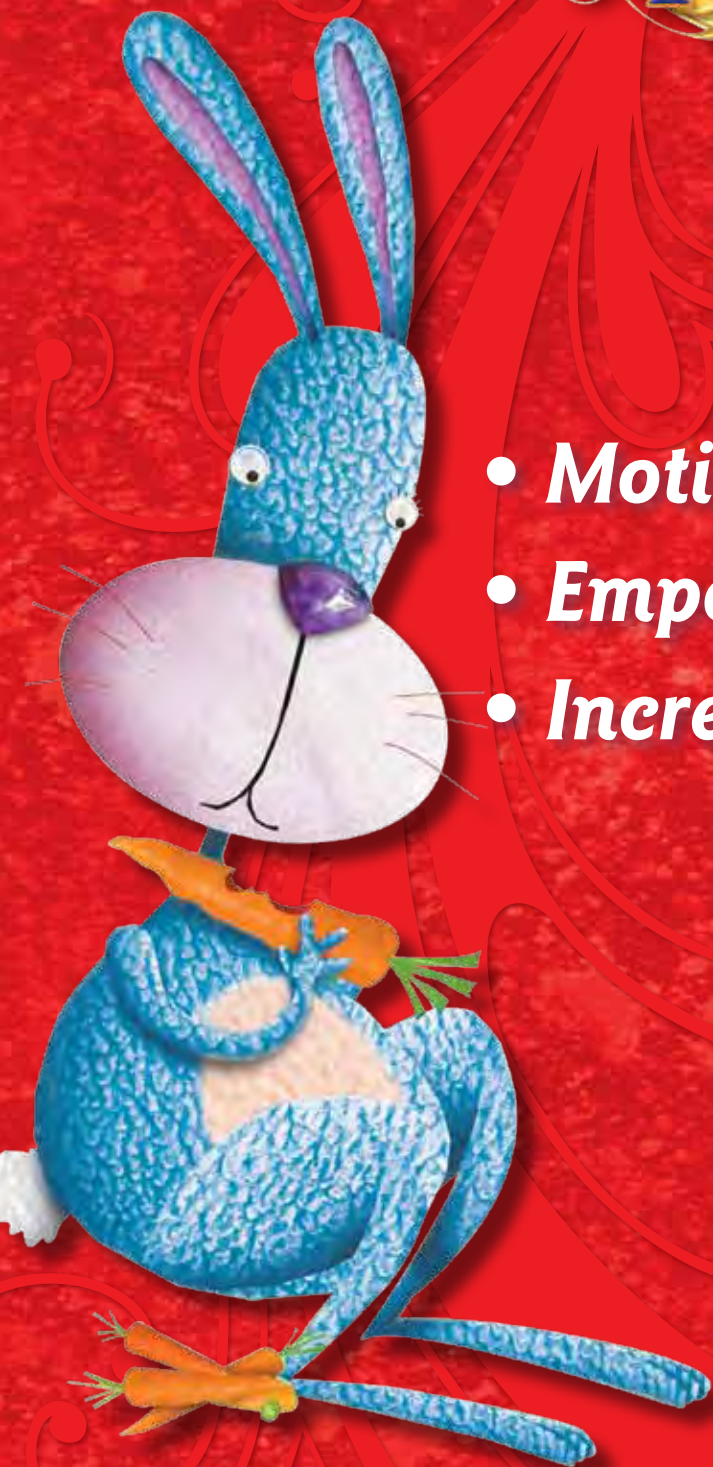
MANIPULATIVES	K	1	2	3	4	5	6
Oral Vocabulary Cards	•	•	•	•			
Photo Cards	•	•	•				
Word Building Cards	•	•	•	•	•	•	•
Sound-Spelling WorkBoards	•	•	•	•	•	•	•
Sound-Spelling Cards (large and small)	•	•	•	•	•	•	•
High-Frequency Word Cards	•	•	•				
Retelling Cards	•	•	•				
Happy, the Puppet	•	•					

ASSESSMENT	K	1	2	3	4	5	6
Assessment Handbook	•	•	•	•	•	•	•
Diagnostic Handbook	•	•	•	•	•	•	•
Weekly Assessment		•	•	•	•	•	•
Benchmark Assessment	•	•	•	•	•	•	•
Unit Assessment	•	•	•	•	•	•	•
Student's Weekly Assessment (with Teacher Manual)		•	•	•	•	•	•
Fluency Assessment		•	•	•	•	•	•
Digital Assessment		•	•	•	•	•	•
Selection Tests		•	•	•	•	•	•

PROFESSIONAL DEVELOPMENT	K	1	2	3	4	5	6
TREASURES for Teachers DVD series (7 total)	•	•	•	•	•	•	•
Reading YES! PD DVD/Online	•	•	•	•	•	•	•
Instructional Routine Handbook	•	•	•	•	•	•	•
Leadership Handbook	•	•	•	•	•	•	•
Writing Professional Development Guide	•	•	•	•	•	•	•

TECHNOLOGY	K	1	2	3	4	5	6
StudentWorks™ Plus		•	•	•	•	•	•
StudentWorks™ Plus Online		•	•	•	•	•	•
TeacherWorks™ Plus	•	•	•	•	•	•	•
Online Teacher Edition	•	•	•	•	•	•	•
Classroom Presentation Toolkit	•	•	•	•	•	•	•
Examview® Assessment Suite Test Generator		•	•	•	•	•	•
Progress Reporter		•	•	•	•	•	•
Listening Library (Core and Paired Selections)	•	•	•	•	•	•	•
Listening Library (On-Level)	•	•	•	•	•	•	•
Listening Library (Approaching)	•	•	•	•	•	•	•
Listening Library (Beyond)	•	•	•	•	•	•	•
Listening Library (ELL)	•	•	•	•	•	•	•
Fluency Solutions Audio CD		•	•	•	•	•	•

Treasures



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- *Empower Teachers*
- *Increase Test Scores*



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