

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

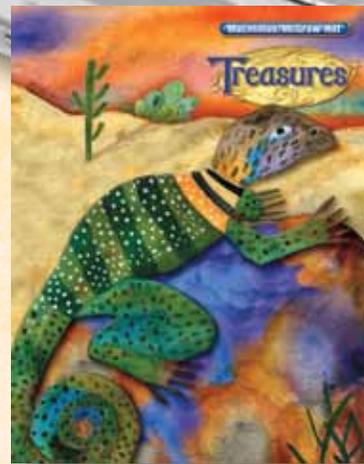


Grade 1

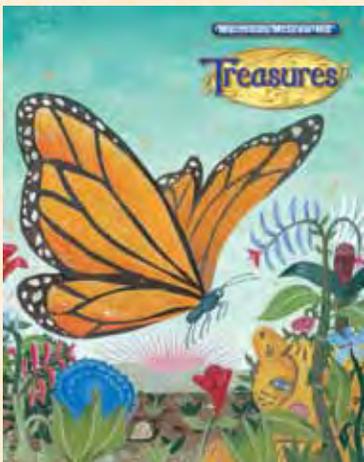
- **Motivate Students**
- **Empower Teachers**
- **Increase Test Scores**



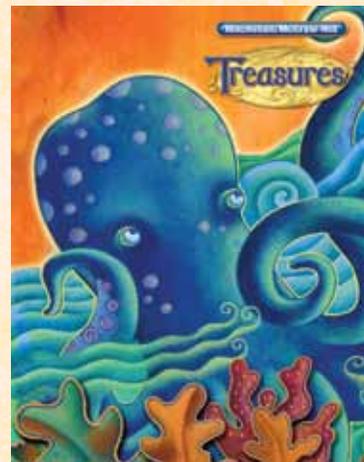
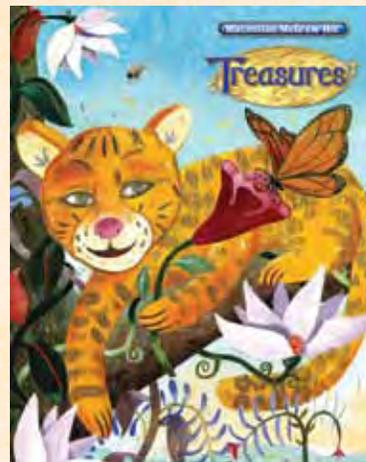
Grade 2



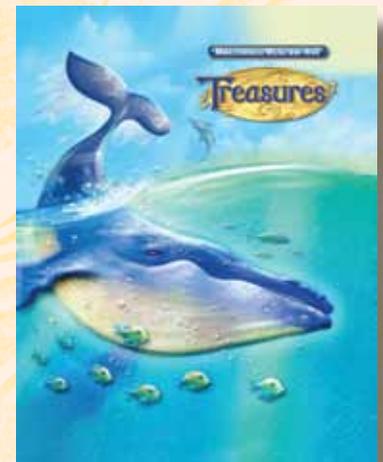
Grade 4



Grade 3



Grade 5



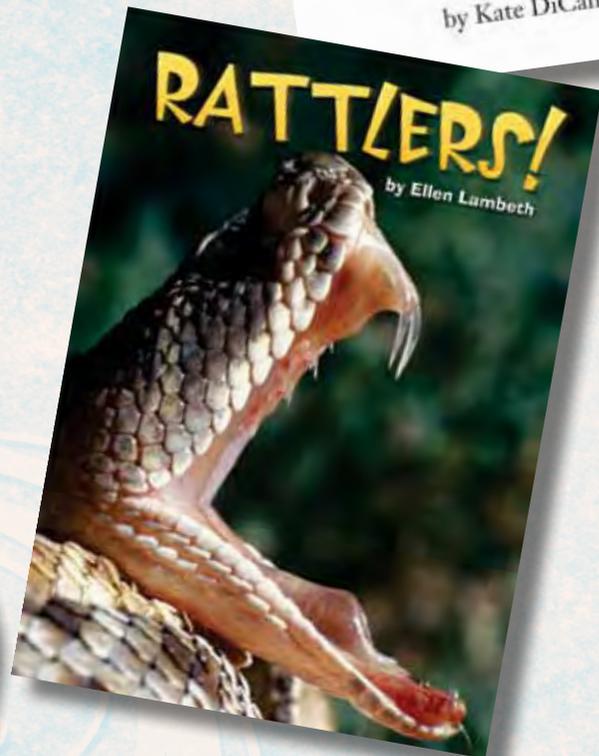
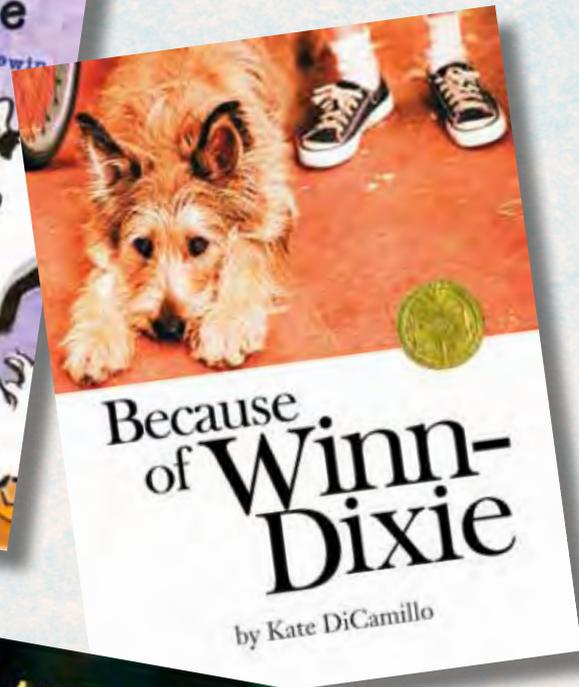
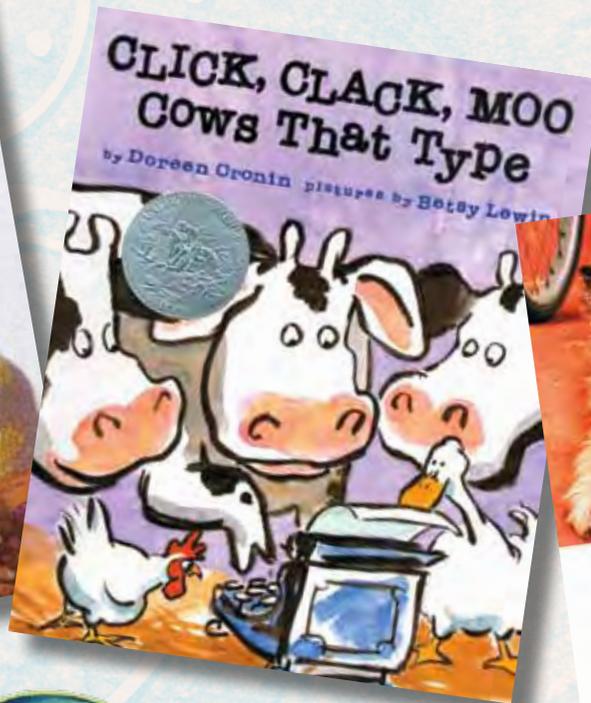
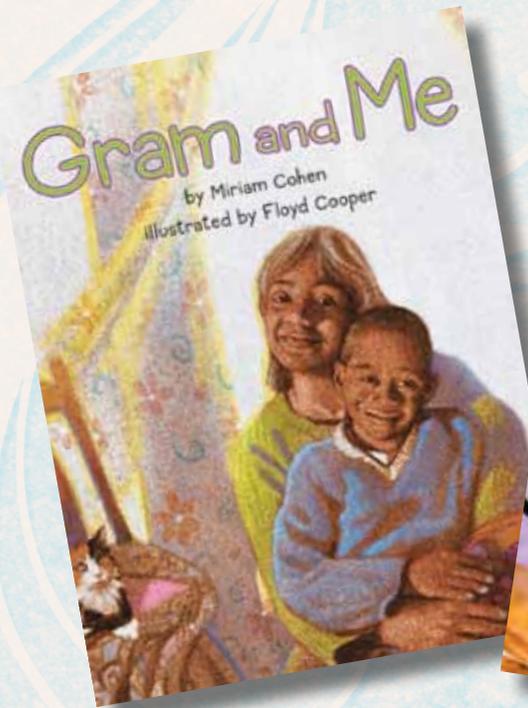
Grade 6

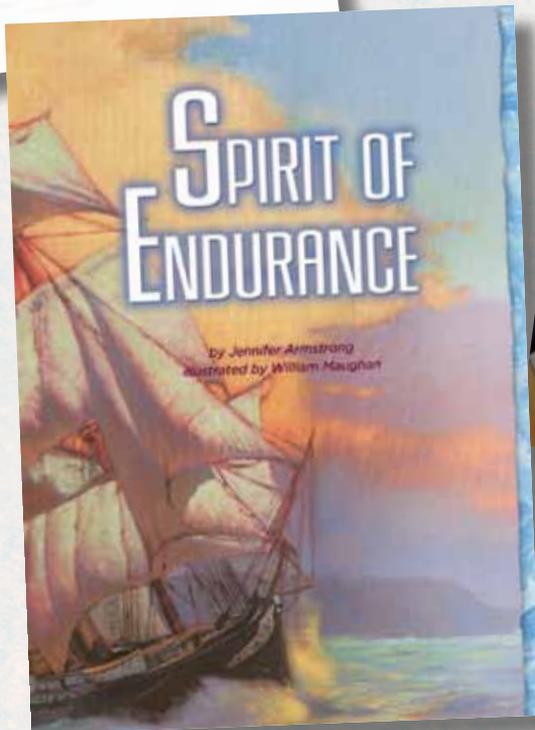
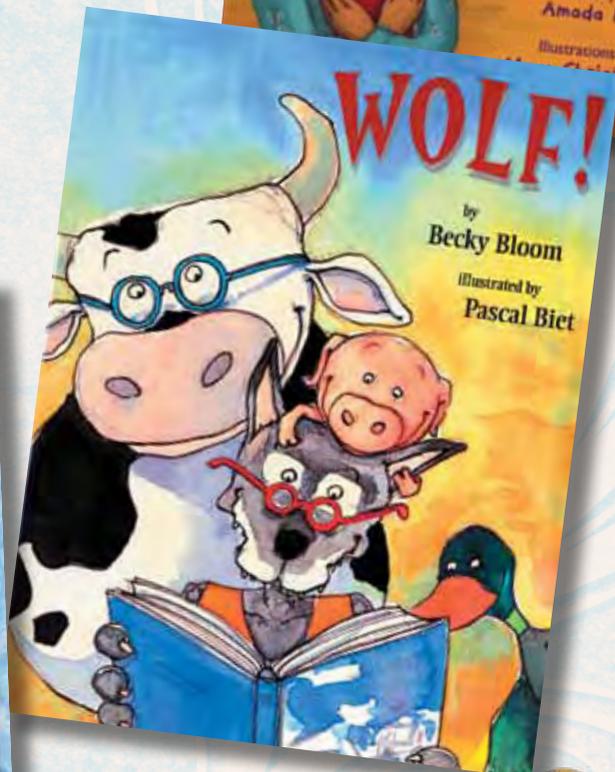
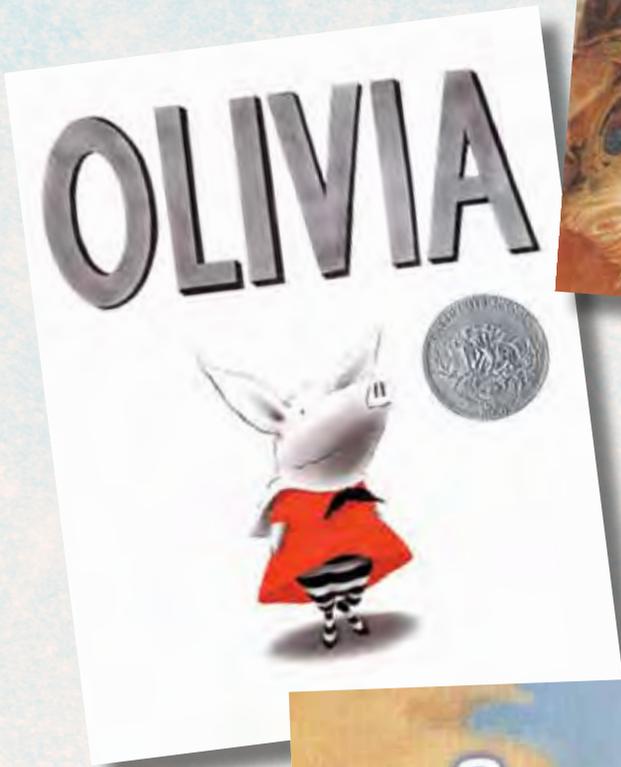
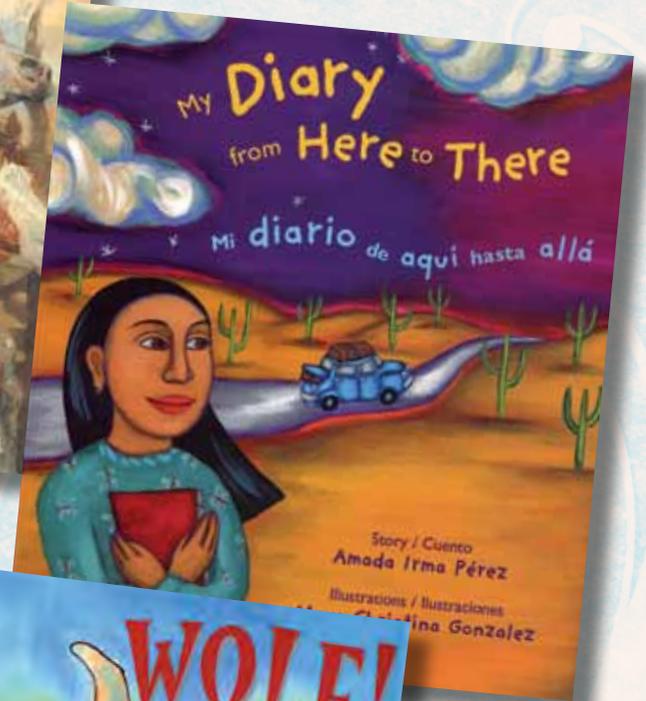
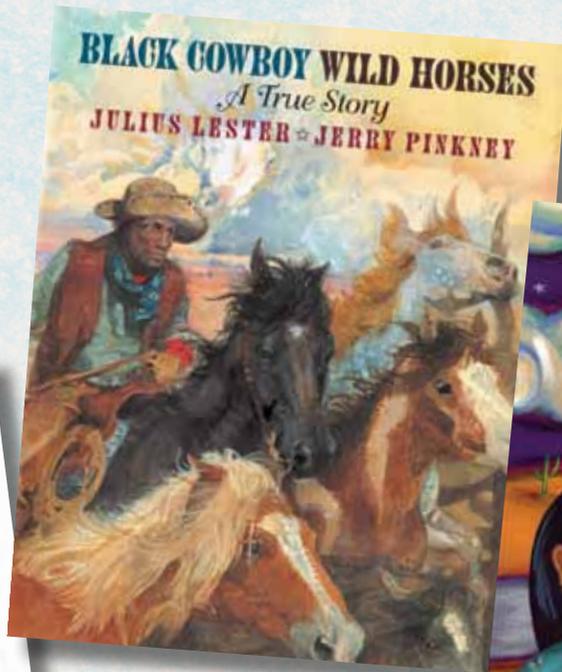
Motivate Students

Will the literature engage my students?



Fiction and nonfiction selections help build a love of reading!



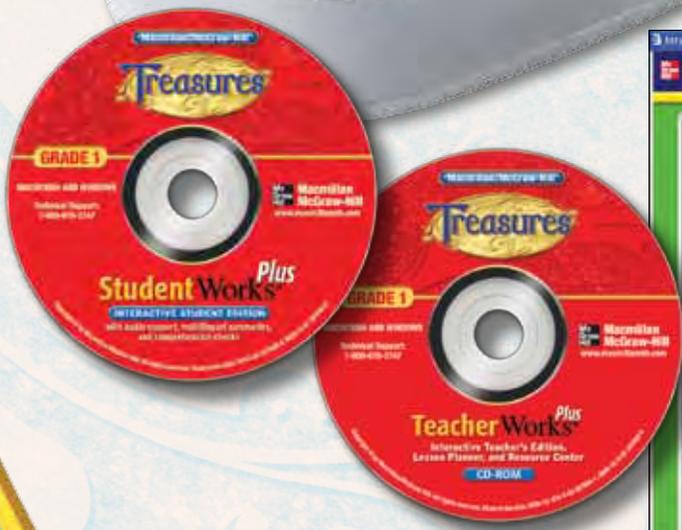
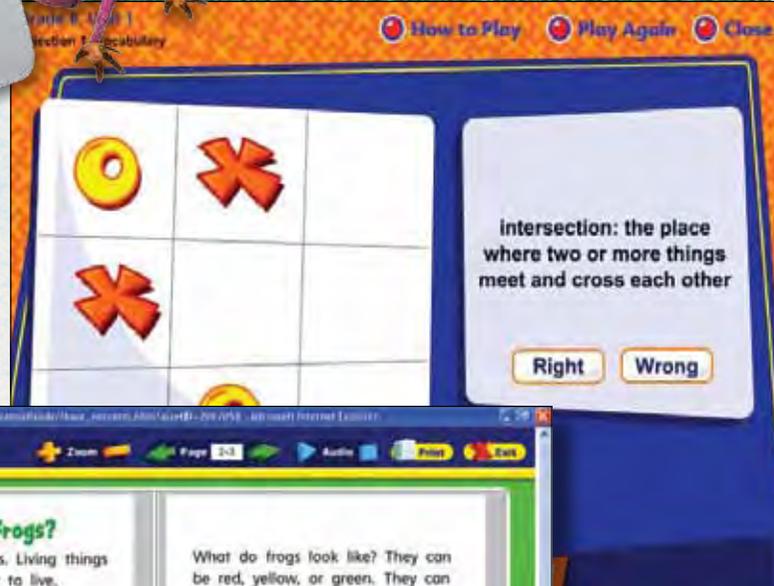


Motivate Students

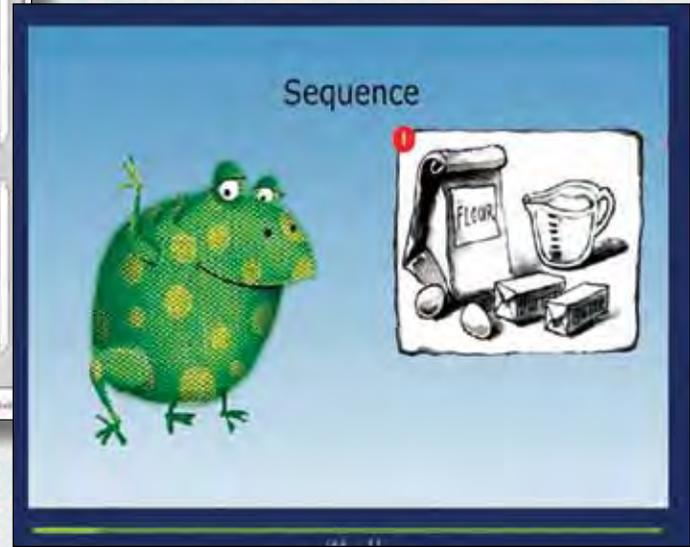
Will the technology bring learning alive?



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



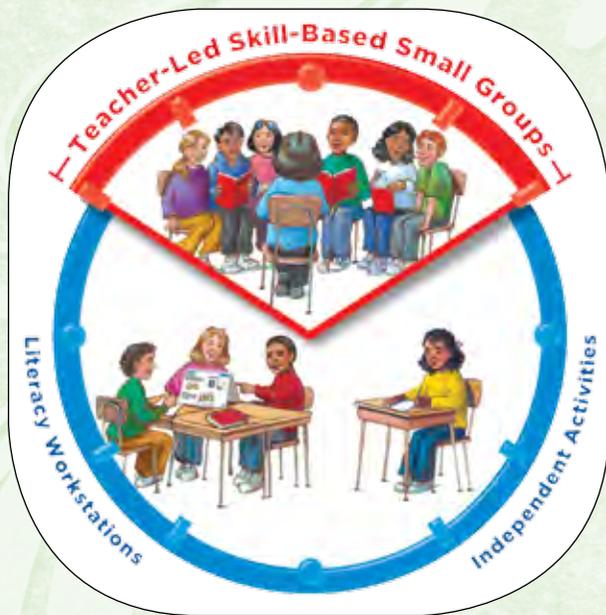
Games and animated comprehension activities help build successful readers!



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**

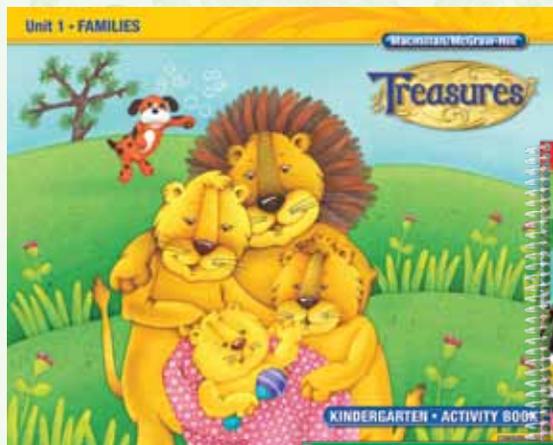
Tier 2

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.



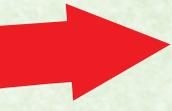
Beyond Level Have students apply the skill to a more complex text to extend learning. Use Practice Reader lessons, pp. 33y–33z.



Teacher's Editions



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



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DAY 1 SMALL GROUP

ELL ENGLISH LANGUAGE LEARNERS

DAY 1 SMALL GROUP

On Level

Phonics

Beyond Level

DAY 1 SMALL GROUP

ELL

Use Visuals Review the names of the objects displayed in the Reproducible. Have English Language Learners practice naming the objects.

Approaching Level

Phonemic Awareness

Objective Isolate short a sounds in words

Materials Photo Cards

PHONEME ISOLATION

- Hold up the Photo Card for bus. Say: Listen as I say the word bus in parts: /b/ /u/ /s/. I hear the /u/ sound in the middle of bus. Listen: /b/ /u/ /s/.
- Say the following words, sound by sound. Tell children to raise their hands when they hear a word with the /u/ sound in the middle. Say: bus, cut, mat, cut, sit, moss, sun, cub, get, hug.

Phonics

Objective Decode

Materials - Sound cards
- Sound cards
- Appropriate

SOUND-SPELLING

- Display sound cards: g, i, n, say en, Have students say and

SHORT a

- Display sound cards: g, i, n, say en, Have students say and

1110 Unit 2 Week 4

ELL

Reread Use the Question-Response Guide Technique. English Language Learners understand the text and fluently. At the end, make clear by pointing pictures, demonstrate word meaning, paraphrasing to asking children

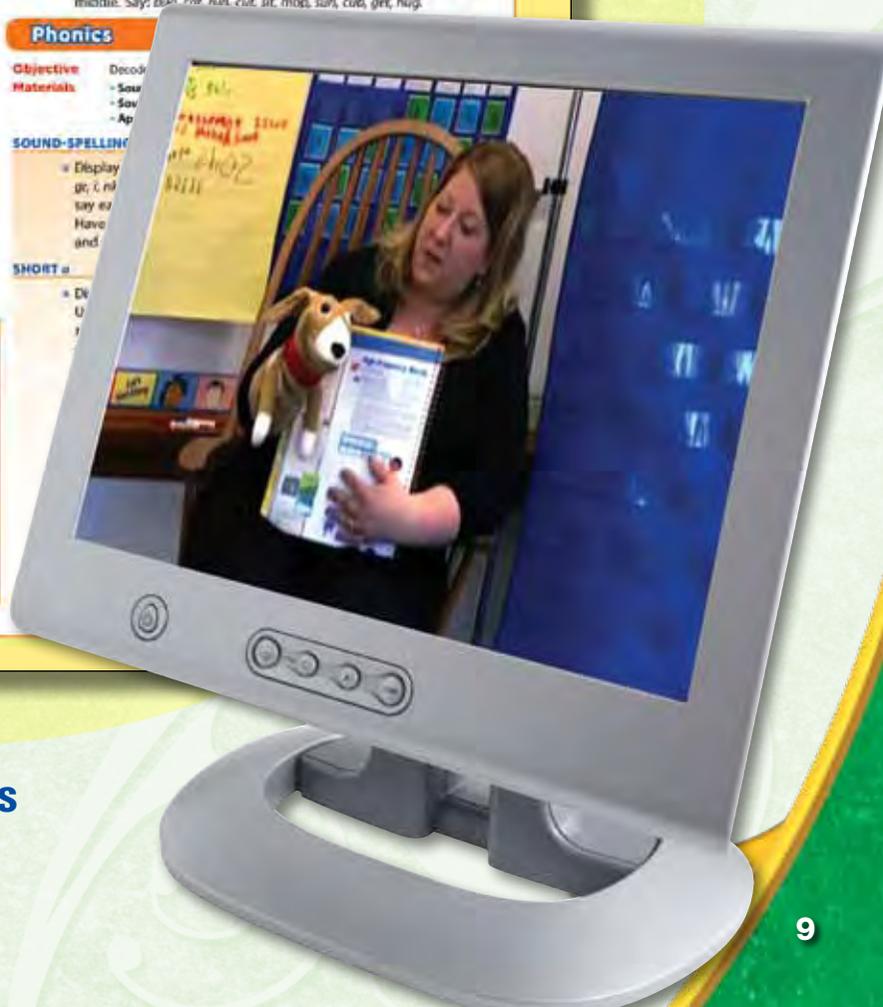
1111 Unit 2 Week 4

Approaching Level

Objective Listen to the teacher. Use the Question-Response Guide Technique. English Language Learners understand the text and fluently. At the end, make clear by pointing pictures, demonstrate word meaning, paraphrasing to asking children

1111 Unit 2 Week 4

111K Unit 2 Week 4



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

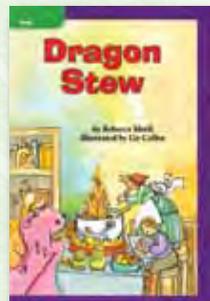
Empower Teachers

Do I have resources for differentiated instruction?



Leveled Readers provide needed application in comprehension and vocabulary.

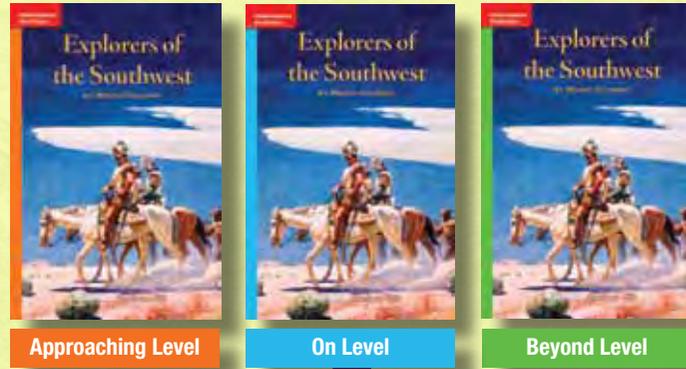
Fiction



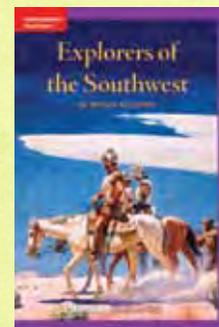
English Language Learner

Nonfiction

Same content; three levels

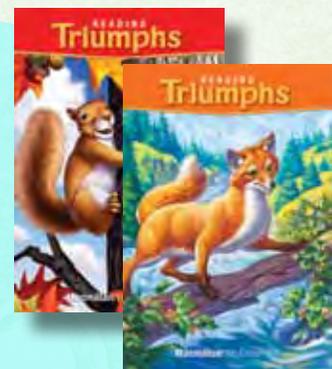
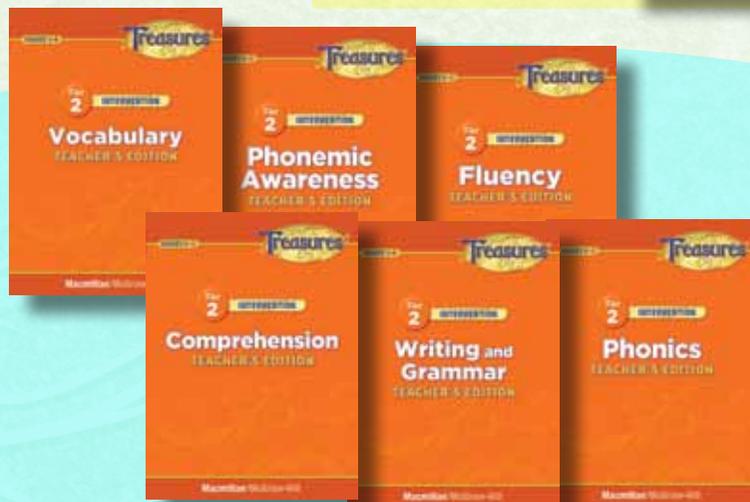


Same content; sheltered for ELL access



English Language Learner

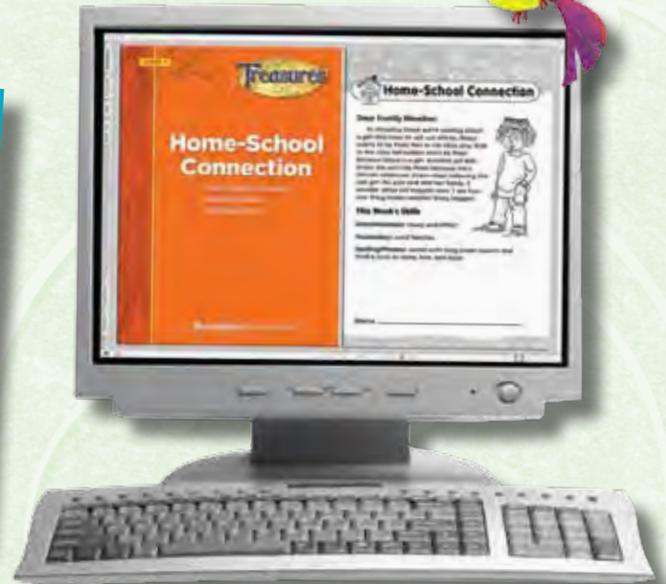
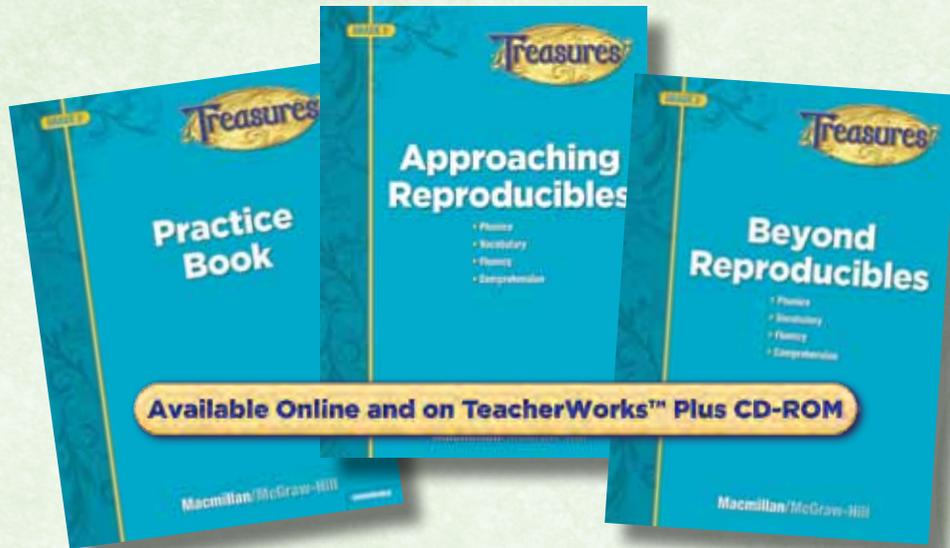
Intervention tools close the learning gap.



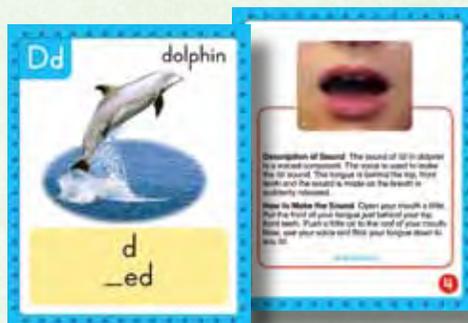
Intervention Anthologies for Tier 3

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

Differentiated practice meets ALL students' needs.

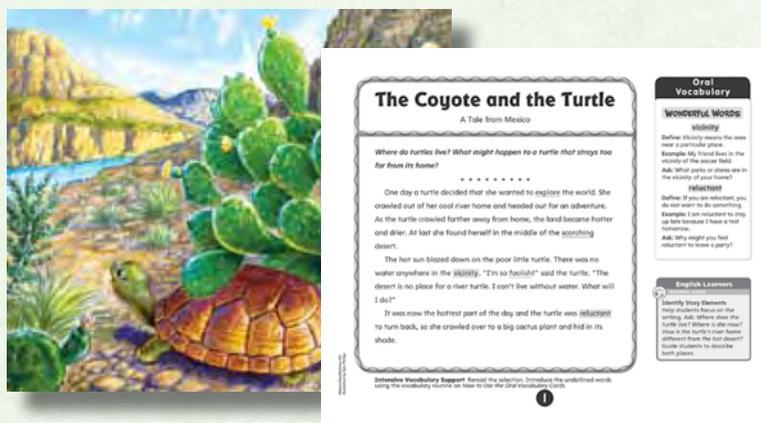


Manipulatives and visual resources enhance student learning.



Sound-Spelling Cards

FOLDABLES® Hands-on activities for reinforcing weekly skills



Oral Vocabulary Cards

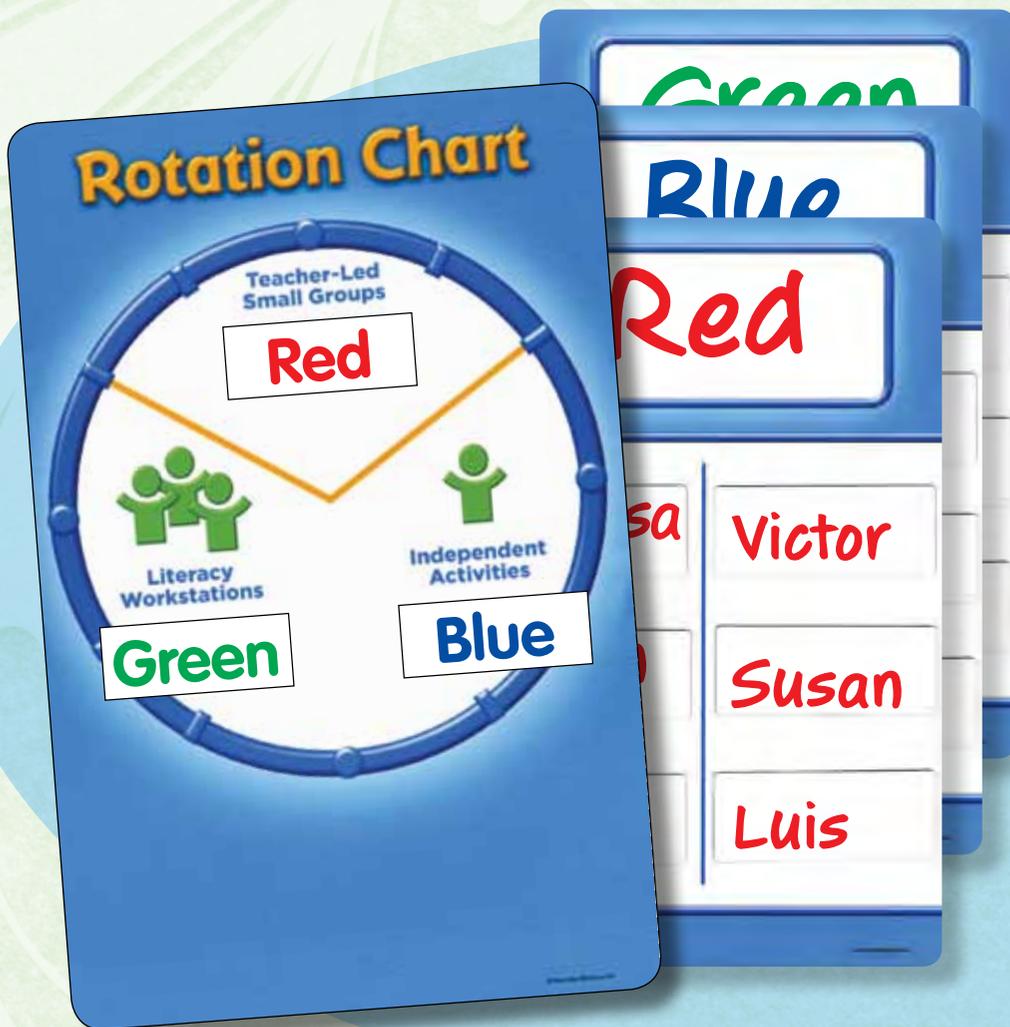


Visual Vocabulary Resources

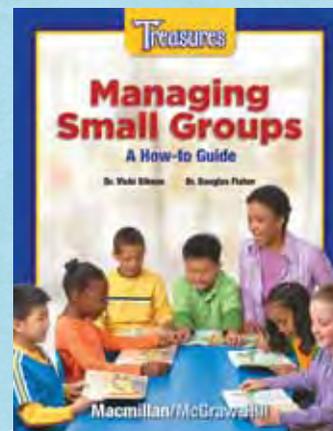
Empower Teachers

What do I do with the rest of the class?

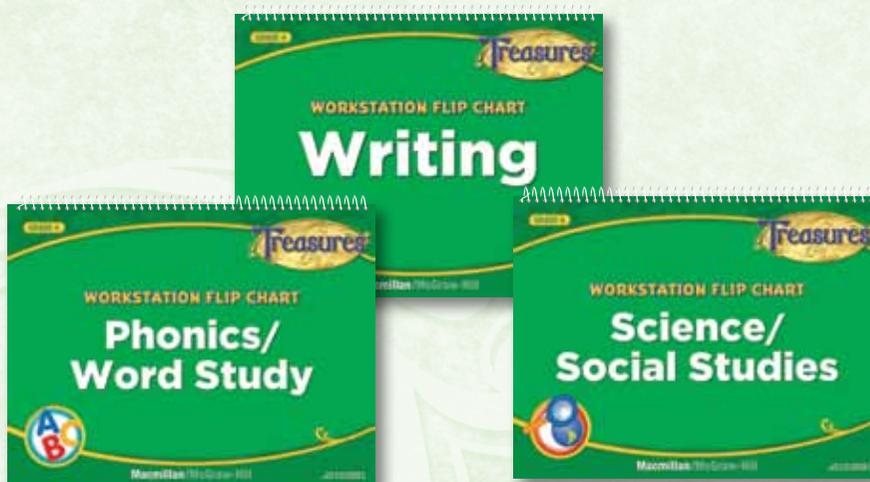
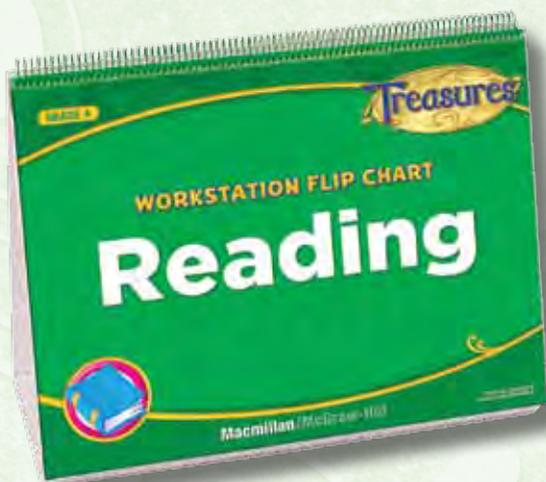
A management system helps teachers every minute, everyday!



Rotation Chart

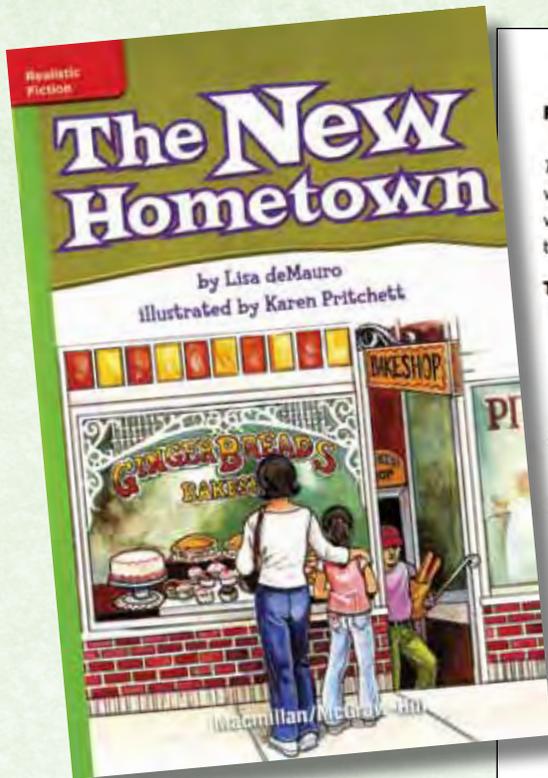


Managing Small Groups



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

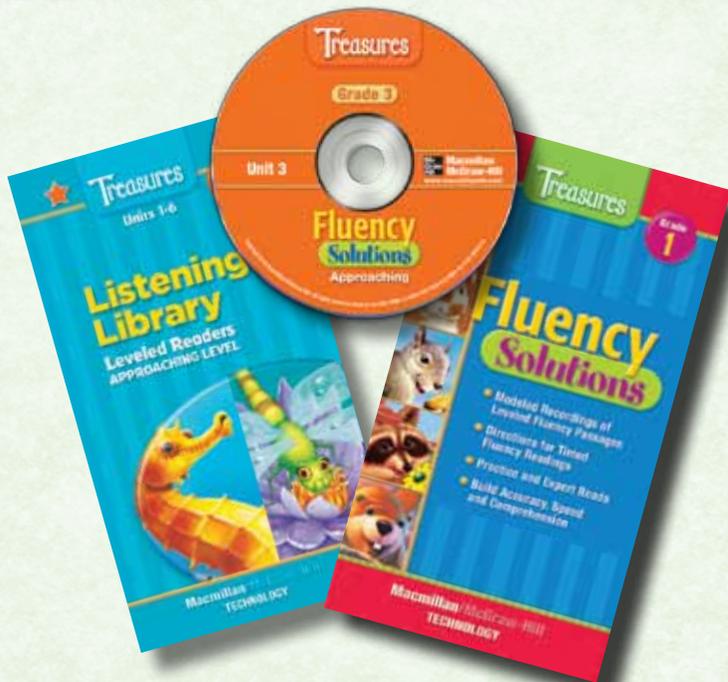
What would Nicky tell a friend from her old neighborhood about her new hometown? Pretend you are Nicky. Write a letter to a friend telling about where you live.

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

ELL SMALL GROUP

Daily Planner

DAY 1	• Build Background Knowledge • Vocabulary
DAY 2	• Storyline • Acquire Key Words • First Day
DAY 3	• Storyline • Acquire Key Words • Acquire Key Words • Acquire Key Words
DAY 4	• Storyline • Acquire Key Words • Acquire Key Words • Acquire Key Words
DAY 5	• Vocabulary • Content Review • Self-Directed Reading

Use StudentWorks Plus for:

- Vocabulary preteaching
- Word-by-word highlighting
- Think Aloud prompts

Cognates

Help students identify similarities and differences in pronunciation and spelling between vocabulary and Spanish cognates.

nervous	service
structure	structure
asked	asked

Prepare to Read

Content Objective: Describe the first day at a new school.
Language Objectives: Use key words to describe the first day at a new school.
Materials: StudentWorks Plus

BUILD BACKGROUND KNOWLEDGE

All Language Levels

- Have students preview *First Day Jitters* using *StudentWorks Plus* which contains oral summaries in multiple languages, online multilingual glossaries, word-by-word highlighting, and questions that assess and build comprehension.
- Students can build their word-reading fluency by reading along as the text is read or by listening during the first reading and, at the end of each paragraph, returning to the beginning of the paragraph and reading along.
- Students can build their comprehension by reviewing the definitions of key words in the online glossary and by answering the comprehension questions. When appropriate, the text required to answer the question is highlighted to provide students with additional support and scaffolding.
- Following the reading, ask students to respond in writing to a question that links the story to their personal experiences, such as: *Have you ever gone to a new school? How did you make new friends?*

Academic Language

Language Objective: Use the academic language in classroom conversations.

All Language Levels

- This week's academic words are **boldfaced** throughout the lesson. Define the word in context, and provide a clear example from the text with a similar meaning.

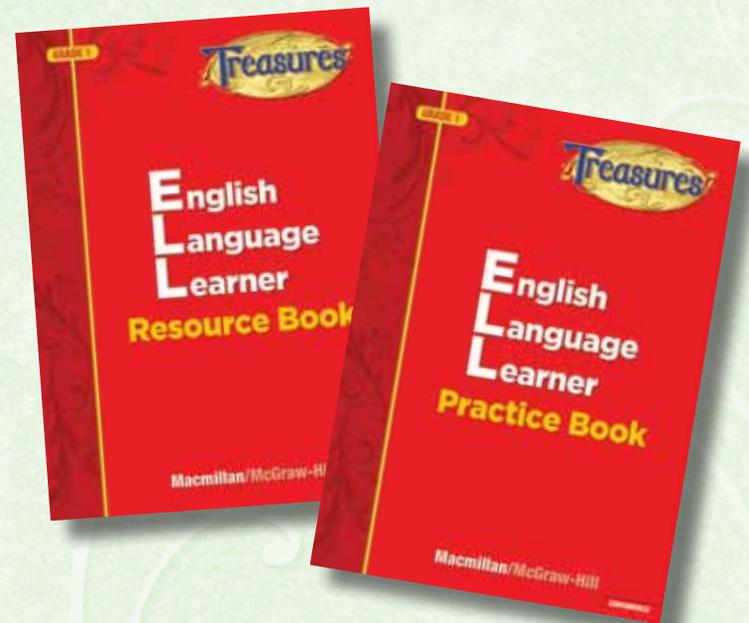
Academic Language Used in Whole-Group Instruction

Theme Words	Key Selection Words	Strategy and Skill Words
excited asked	checked nervous nonsense fumbled budget	plot character setting story structure statements questions

33AA (and 1) (Book 1)



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 is 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? Who 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 animals 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 *tremble* on the response lists.

- One word in the selection is **trembles**. Say it with me: **trembles**. **Trembles** means "shakes." The ground trembles during an earthquake.
- En español, **to tremble** quiere decir "temblar, titilar". La tierra tiembla 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

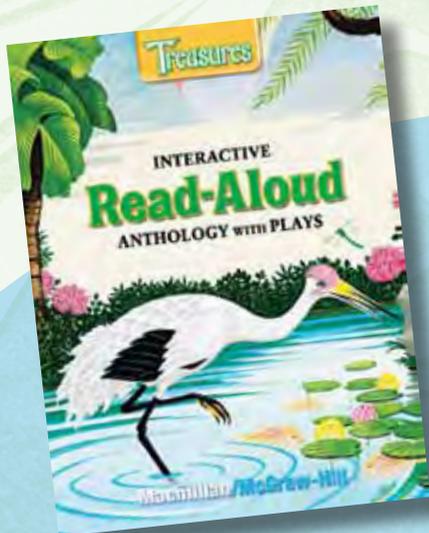
- Pretend you are a tree. Make your branches tremble in the wind.
- How tremble as if you went out on a cold day without a sweater.
- Now let's say **trembles** together three more times: **trembles, trembles, trembles**.

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

Research-based routines help students develop vocabulary.

Empower Teachers

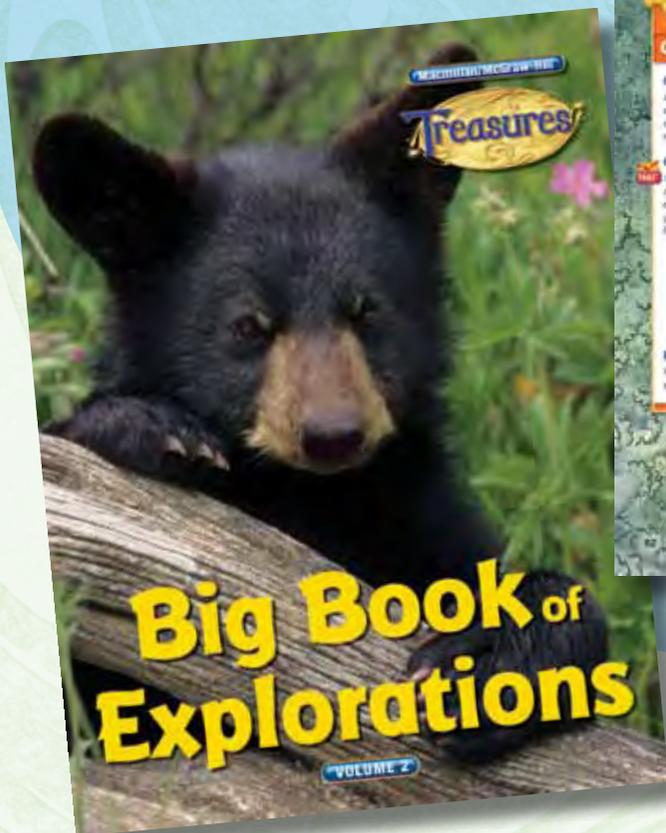
Does TREASURES have resources for balanced literacy?



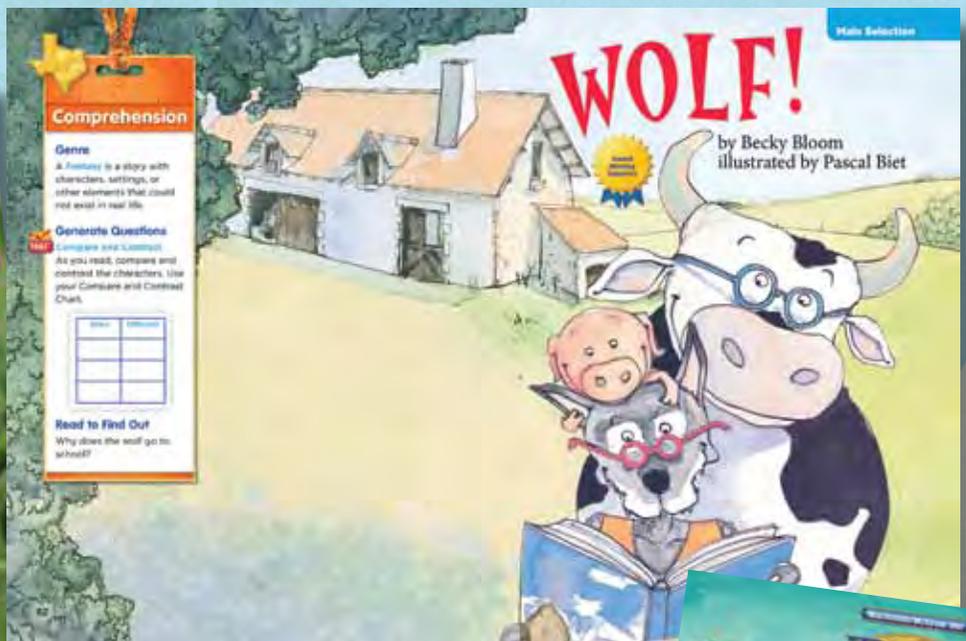
Modeled Reading

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®

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

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

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 "gooey" or "sticky" to describe how the lip balm feels.

UNIT 1

Developing Narratives

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
<ul style="list-style-type: none"> • Reading/Writing Connection, p.110 • Minilessons, p.111A • Ideas: Describe a Single Object • Conferencing Routine, p.111B 	
WEEK 5	Strong Paragraphs/Trait: Ideas Describe a Setting
WEEK 6	Personal Narrative

109A Unit 1 Week 4

Transparency 10

Item	Smells	Tastes	Looks	Feels	Sounds
Lip balm	sweet	like cherries	red	gooey 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?

Writing

Trait: Ideas
Good writers slow down a moment in time by describing a character or object in detail.

Reading and Writing Connection

Read the passage below. Notice how author Becky Bloom focuses on a moment in time.

An excerpt from Wolf!

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.



Have students respond to the selection in writing.

- Engagement** Help students deepen their connection to the text and discover their own perspective.
 - Focus on a moment when you bought something. Describe the object you bought in detail.
- Response** Help students explore more deeply their reactions to particular passages in the reading.
 - Focus on a moment in the story when you thought an animal was doing something strange. Use text evidence in your writing.
- Literary Analysis** Help students deepen their connection to the text.

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* *write* you *enjoyed* *a game* *or* *ride*. The purpose will be to write an entertaining story about a real event.

Writing: Narrative

Write to a Prompt

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

Play about a game or a fun experience *Use clue words and underline key words to determine the mode and purpose.*

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

The writer focuses on the ride and uses details to describe it.

I gave my little 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 ending. I guess they all enjoyed the ride, too.

Writing

Timed Writing Strategies

Share these strategies to help students succeed with timed writing assignments.

- Read the prompt carefully. Think about what you are being asked to do. Underline key words in the prompt to help you.
- Spend a few minutes planning and organizing your ideas. Using a word web or a graphic organizer to work, make certain it matches the writing task. For example, if you are asked to compare and contrast two ideas, use a Venn diagram to organize your thoughts.
- Allow yourself a few minutes at the end to reread your writing, proofread for spelling and grammar mistakes, and make small revisions.

Read

Test Practice

TIME NOW!

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.
- Revise and edit your writing.

PRACTICE

Work with students to read the writing prompt on *Student Book* page 77 and find the clues that determine the correct mode and purpose.

Writing Mode This narrative prompt asks the student to tell a story.

Purpose The student is being asked to think about a time that he or she enjoyed playing in a playground or a park.

APPLY

Writing Prompt Students can practice writing from the prompt, simulating a test-taking situation. After they have analyzed the prompt, give students five minutes to write their responses.

Tell students You may use scrap paper to organize your thoughts before you begin to draft your essay. Be sure to use *Writing Hints for Prompts* to help you draft, revise, and edit for language conventions.

For a guided writing process lesson, see pages 77A–77E.

4-POINT SCORING RUBRIC			
4	3	2	1
<p>Focus and Coherence Gives interesting and detailed information about a central topic.</p> <p>Organization Presents a main idea that is supported by clear, factual details.</p> <p>Development of Ideas Thoroughly develops ideas. Uses precise word choices to enhance quality of content.</p> <p>Voice Uses a personal voice that adds an interesting unique tone to the writing.</p> <p>Conventions Writing is almost error-free. Few if any spelling, grammatical, and capitalization errors. Sentence or clause flow easy to follow.</p>	<p>Focus and Coherence Gives information about a central topic.</p> <p>Organization Presents a main idea and supports it with details.</p> <p>Development of Ideas Attempts to develop ideas. May need choice to suit the purpose.</p> <p>Voice Uses a personal voice that generally enhances an interesting unique tone.</p> <p>Conventions Spelling, capitalization, punctuation, and usage are mostly correct. Grammar used correctly to meet the task.</p>	<p>Focus and Coherence Gives information about a topic, but may stray from focus.</p> <p>Organization Checks a main idea or offers few supporting details.</p> <p>Development of Ideas Attempts to develop ideas, but may be incomplete. Chooses words that are often (if used for the purpose).</p> <p>Voice Writer has difficulty maintaining an interesting unique tone.</p> <p>Conventions Makes mistakes that can interfere with the meaning of the writing. Spelling, grammar, and capitalization errors.</p>	<p>Focus and Coherence Does not give information about a central topic.</p> <p>Organization Does not present a main idea supported by details.</p> <p>Development of Ideas Provides little or no development of ideas. Chooses words that are often poorly chosen.</p> <p>Voice Writer does not express a particular voice.</p> <p>Conventions Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or not finishing.</p>

Increase Test Scores

Are all my standards taught?



Week 5 ★ At a Glance

Priority Skills and Concepts	
<p>Comprehension</p> <ul style="list-style-type: none"> • Strategy: Summarize • Skill: Make and Confirm Predictions • Skill: Compare and Contrast • Genre: Fiction, Expository Nonfiction 	<p>Phonics/Spelling</p> <ul style="list-style-type: none"> • Word Study: Long & Multisyllabic Words • Spelling Words: mild, sky, pie, might, find, fight, need, right, fry, tight, child, night, bright, buy, dye • soak, bowl, gold
<p>Vocabulary</p> <ul style="list-style-type: none"> • Selection Vocabulary: separate, determination, storage, exact, rushed, luckiest • Strategy: Word Parts: Suffixes -er, -est 	<p>Grammar/Mechanics</p> <ul style="list-style-type: none"> • Compound Sentences • Punctuate Compound Sentences
<p>Fluency</p> <ul style="list-style-type: none"> • Phrasing 	<p>Writing</p> <ul style="list-style-type: none"> • 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!

Vocabulary

separate	exact
determination	rushed
storage	luckiest

Word Parts

suffixes -er and -est state comparison. The ending -er means "more." The ending -est means "most."

Algebra 1: make tag

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."

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 **rushed**. I knew we couldn't buy any extra wood.

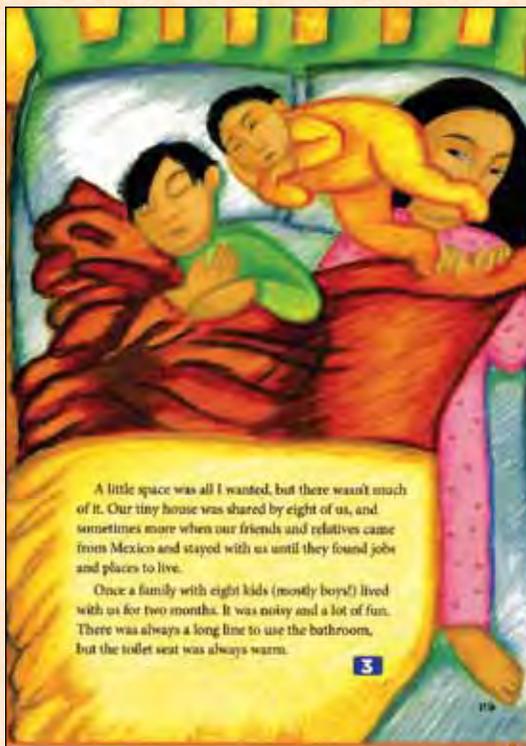
When the clubhouse was finally finished, I was so thrilled. I made a sign and nailed it on the door. It said, "Pond Street Clubhouse—Welcome!" Now I have a great place to play. Am I the **luckiest** kid in town, or what?

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

Introduce skill and graphic organizer each week



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

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.

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.

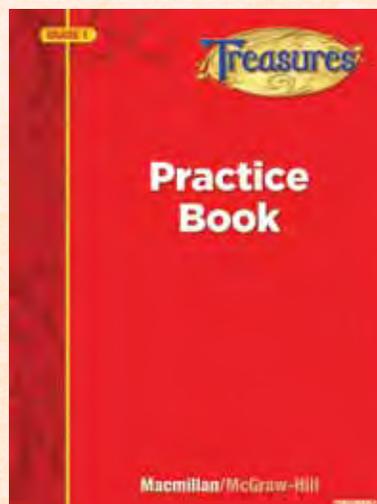
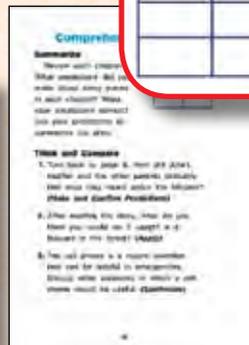
What I Predict	What Happens
The girl will get her own room.	

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*, *fi*, *bright*, and *goodnight*.

My Very Own Room 119

Teach and apply skill and use graphic organizer



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.



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

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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.

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?

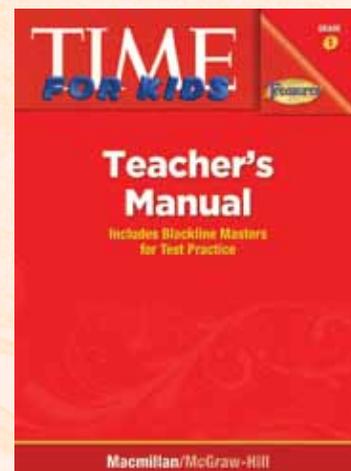
(A) Louisiana is 25 miles away
 (B) Borders run through middle of city
 (C) The Federal Building was built in 1933
 (D) Is twice as nice as other cities

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

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



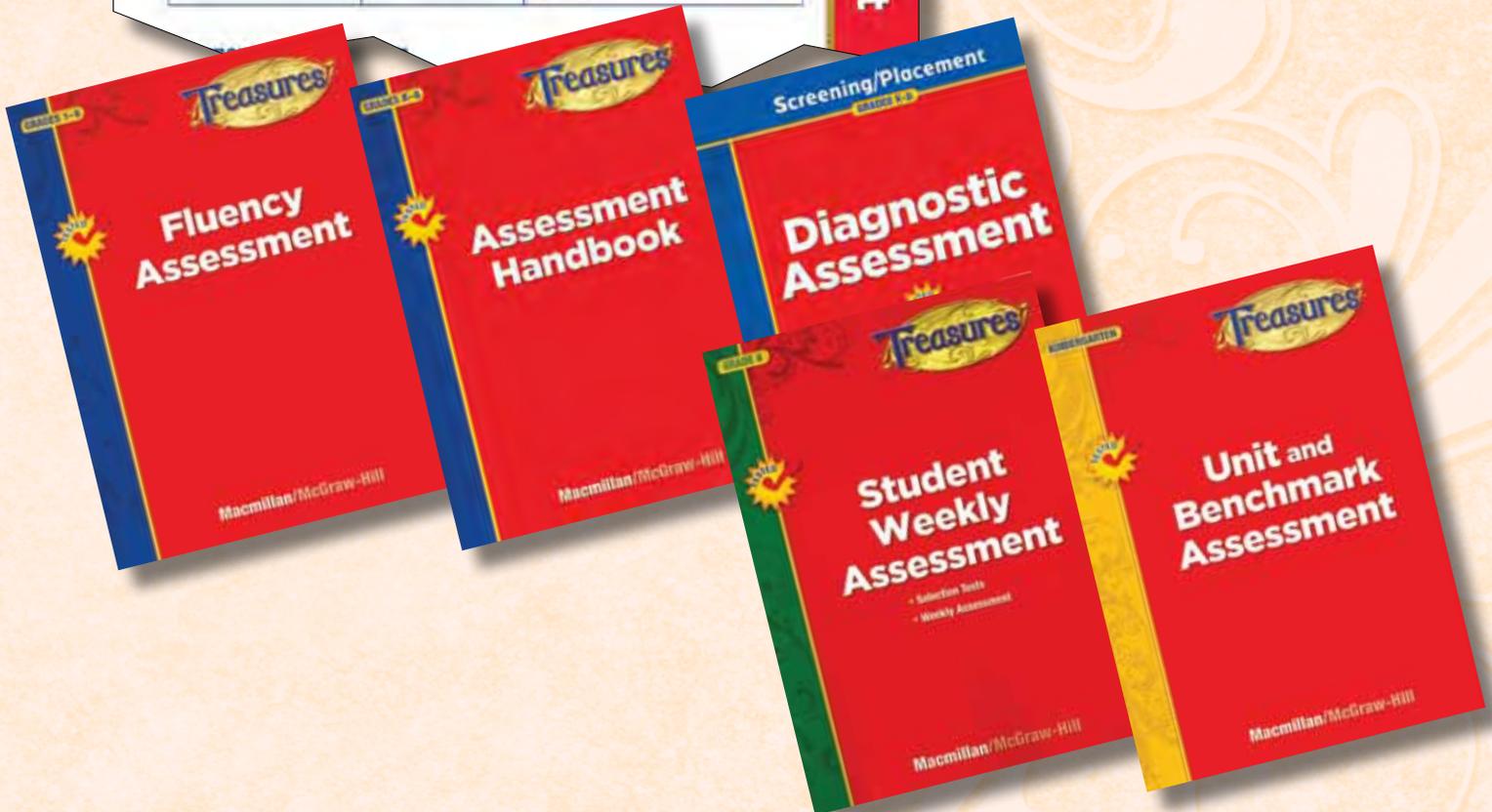
Treasures / TIME FOR KIDS magazines and **Teacher's Manual** at every grade provide motivating non-fiction and test-taking skills support!



Diagnose		Prescribe
Review the assessment answers with students. Have them correct their errors. Then provide additional instruction as needed.		
PHONICS Words with Final e	IF... 0-1 items correct ...	THEN... Online Practice: Go to www.macmillanmh.com . See <i>Phonics Intervention Teacher's Edition</i> . See Sound-spelling Fluency and mixed review blending lines in upcoming lessons.
VOCABULARY WORDS VOCABULARY STRATEGY	0-2 items correct ...	See <i>Vocabulary Intervention Teacher's Edition</i> .
COMPREHENSION Skill: Cause and Effect	0-2 items correct ...	See <i>Comprehension Intervention Teacher's Edition</i> . See Cause and Effect lesson in Unit 1 Week 3.
GRAMMAR Skill: Commands and Exclamations	0-1 items correct ...	See <i>Grammar and Writing Intervention Teacher's Edition</i> .
FLUENCY	53-60 WCPM	Fluency Solutions Audio CD See <i>Fluency Intervention Teacher's Edition</i> .
	0-54 WCPM	

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!

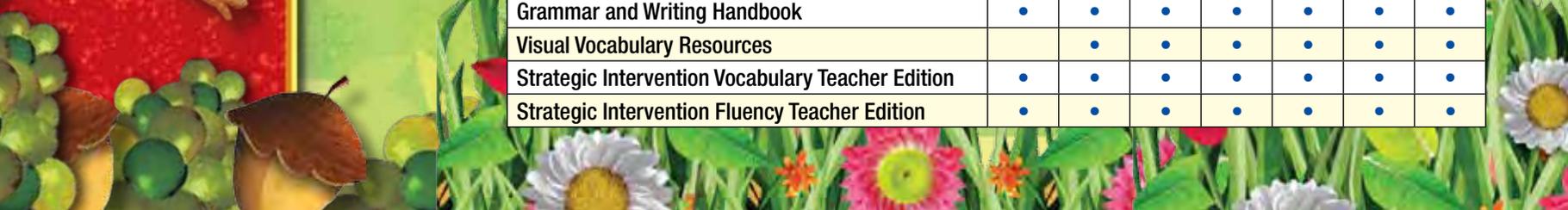


Treasures Components

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				•	•	•	

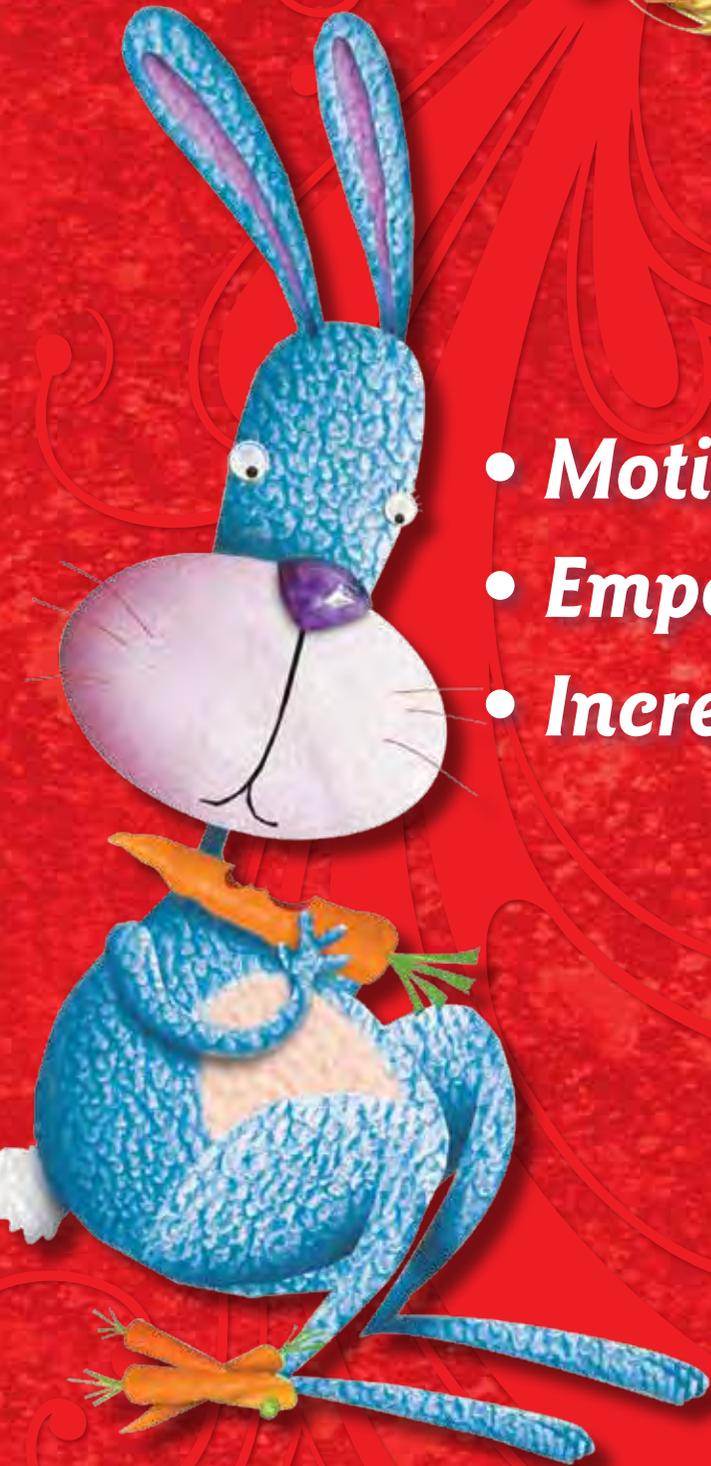
MANIPULATIVES	K	1	2	3	4	5	6
Oral Vocabulary Cards	•	•	•	•			
Photo Cards	•	•	•				
Word Building Cards	•	•	•	•	•	•	•
Sound-Spelling WorkBoards	•	•	•	•	•	•	•
Sound-Spelling Cards (large and small)	•	•	•	•	•	•	•
High-Frequency Word Cards	•	•	•				
Retelling Cards	•	•	•				
Happy, the Puppet	•	•					

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



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



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