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

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GETTING STARTED

When you enter *SRA Early Interventions in Reading* in ConnectED, you will see the Introduction Screen (Figure 1) on the Browse tab.
To access the digital assets for a lesson, first select **Lesson Plans** to be directed to a screen on which you can choose the program level you need (Figure 2).
Select the appropriate grade level from the list below **Lesson Plan**. This will reveal the program level icon to select for the digital assets. (Figure 3) After selecting the program level, a pop-up screen will reveal the assets by lesson. (Figure 4) Selecting a specific lesson will expose the assets by exercise.
Alternatively, you can access the **Board Displays**, the **Group Builder** tool, and other digital content for a grade level by choosing **Resource Library** on the Introduction Screen. (Figure 5)
RESOURCE LIBRARY

You can access the Teaching Tutor, Teacher Resources, Online Board Displays, and Building Background Videos, User’s Guide, and SRA 2Inform by choosing the Resource Library button on the Introduction Screen. Select the appropriate resource from the list below the Resource Library bar. (Figure 6) Choosing Online Board Materials will reveal buttons for Levels K, 1, and 2. Click on the grade level button to open the Table of Contents for that level.
Figure 6 shows the Table of Contents for Level 2. Lessons are arranged in three columns of forty lessons each. The first column includes all lessons for Teacher’s Edition A; the second column matches Teacher’s Edition B; the third column has lessons from Teacher’s Edition C. Not every activity includes digital material. For example, in Lesson 8, there is material that spans Activities 1a and 1b, and there is no digital content for Activity 2. The Board Displays allow you to show sounds, letters, and words (instead of having to hold up the Teacher’s Edition); show students the Letter-Sound Cards and Tricky Word Cards that go with each lesson and activity; and lead some of the interactive activities described in the Teacher’s Edition.

From the Table of Contents, you can

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

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

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

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

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

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

Lesson Mastery Sheets

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

Figure 10 (Level K)

Figure 11 (Level 1)
Click “Group Summary Record” from the left column of the Records menu, and choose the appropriate group. Record students’ performance on assessments in each category and note in the last column any skills that need remediation. In Level K, record the number of errors each student made in each category (Fig. 12). (Or, if you prefer, record the number correct; you can adapt the tool to fit the needs of your students.) In Levels 1 and 2, record the number of correct answers over the number of questions in each category (Fig. 13).
BOARD DISPLAYS

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

To move to the next screen in the activity (if any) or to the next activity in a lesson, click the Next button at the bottom of the screen. The Back button at the bottom returns you to the previous activity or screen, if any. When you have completed a lesson, use the TOC button at the top to return to the Table of Contents to choose another lesson or activity. The Records button at the bottom of the screen takes you to the Lesson Mastery Sheet so you can record student progress in an activity or a lesson and to the Group Summary Record where you can record student assessment information. (See above.) Choosing the Exit button at the top of the screen will close the Board Displays and return you to the Early Interventions in Reading Introduction Screen.
There are a number of static and interactive features available in the Board Displays. Most important is the ability to show students all the display text that also appears in the Teacher’s Editions. Figure 15 shows a typical Board Display from Level K.

In Level 1, students begin reading simple sentences. Text and illustrations are included in the Board Displays, as demonstrated in Figure 16.
In Levels 1 and 2, Board Displays are used to reinforce vocabulary activities related to student reading in the *Story-Time Readers*, the *Student Edition*, and the *Chapter Books*. See Figure 17.
CARD ACTIVITIES

Letter-Sound Cards

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

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

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

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

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

In the version shown in Figure 23, the display starts with a particular word. Click Next Word. The eraser and pencil will activate and automatically change a letter or letters in the first word to form a new word.
Other features use similar functionality to demonstrate other concepts. Figure 24 shows the Silent e Rule activity. Choose a base word, in this case “pane,” and the “e” is removed to form a new word, “pan,” as shown. Return to the base word by clicking the **Base Word** button.

![Figure 24](image)

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

![Figure 25](image)
Mystery Word Game

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

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

Figure 27 (Level 1)

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

Figure 28 (Level 2)
Story Grammar/Story Sequence/Main Events

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

Figure 29
In Story Sequence (Figure 30), use numbered boxes that expand as you type in them to record student ideas about events in a story. To open a new box, click the circled plus mark. Use the Save button to save writing for review in future activities. Use the Reset button to clear all writing.

![Figure 30](image)

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

![Figure 31](image)
**What I Know/ What I Learned Charts**

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

![Figure 32](image1.png)

![Figure 33](image2.png)
Content Webs

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

Teaching Tutor is a professional development series for teacher use. The Teaching Tutor is found under the Resource Library bar. (Figure 36) Information is presented on a series of slides organized by topic. Videos attached to many of the topics provide authentic examples of real classroom instruction by trained teachers. You can use the searchable index to find both topics and videos in all three grade levels on a variety of topics such as optimal pacing, classroom arrangement, characteristics of daily lessons, error correction, and achieving mastery.
The Teaching Tutor is organized by grade level; the index includes materials from all three grade levels. Roll over the grade level (or the Index) you want to access. The feature will turn color. (Figure 37) Click to select.

Clicking a grade level opens the Table of Contents for that level. The Table of Contents for Level 1 is shown in Figure 38. Roll over a chapter title for a summary of the contents. Click the chapter title or click a chapter number at the top right of the screen to open a chapter.
Figure 38 is a slide from Level 1, Chapter 3. The buttons in the yellow banner at the top of the screen allow you to choose grade level and chapter. Click the yellow star in the blue banner at top right to bookmark a particular slide or slides for later reference. Click the BOOKMARKS link at the bottom of the screen to access the materials you have bookmarked. The blue buttons at the bottom left indicate the number and progression of the slides for the chapter you are viewing. The tools at bottom right allow you to stop and restart the slide, adjust the sound level, return to the previous slide or advance to the next slide, and return to the home page for the Teaching Tutor. (Figure 39)
The **VIDEOS** link at the bottom of the screen takes you to a listing of all videos for the program. This video index can be searched by grade level, chapter, or topic, as shown in Figure 40.

![Figure 40](image)

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

![Figure 41](image)
BUILDING BACKGROUND VIDEOS

In Level 2, ten engaging Background Videos give students another way to acquire context and vocabulary support for the themed literature they are reading. To access these optional videos, select Building Background Videos from the list below the Resource Library bar. This will open a screen with thumbnails of the ten videos. (Figure 42)
Roll over the blue bar at the top of each thumbnail to open a small window with information regarding the video name and number, a brief description of the content, and the related EIR material(s). (Figure 43.) Click on the thumbnail of the appropriate video to open the video file.

![Figure 43](image)

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

You can also access SRA 2Inform from the Resource Library or directly on the Browse tab. (Figure 44 and 45)

You can access the User’s Guide for the SRA 2Inform application in pdf format by clicking here.

![Figure 44](image1)

![Figure 45](image2)
The **SRA 2Inform** application will open in a separate window (Figure 46). From this screen, select the program for which you wish to enter data (Figure 47).
USER'S GUIDE

Select User's Guide to access a document that will help you to navigate and understand the Early Interventions in Reading ConnectED resources. (Figure 48)
Note: For more general information about ConnectED, including assistance on how to use various features, choose the appropriate link at the bottom of the Introduction Screen.