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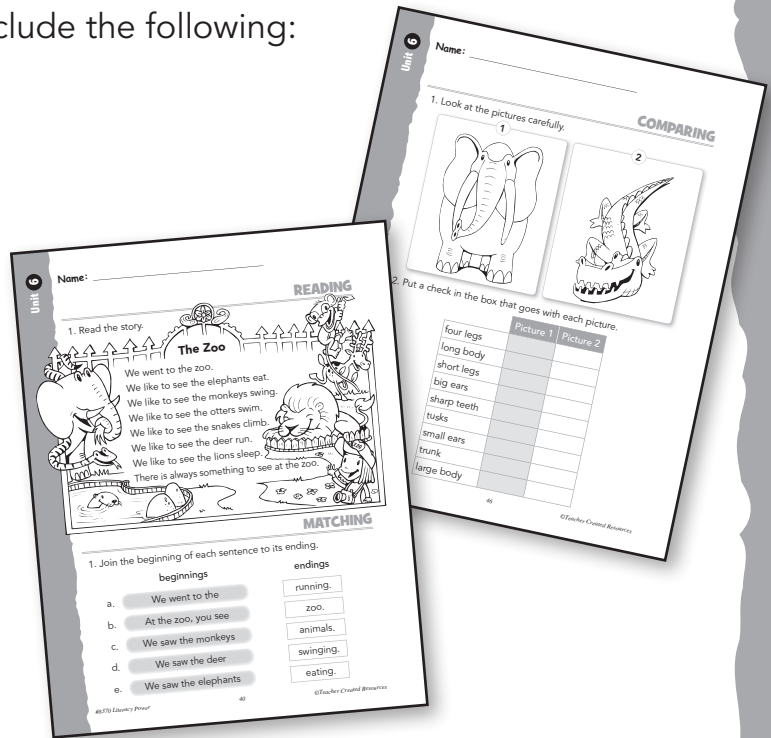
Literacy Power was developed as a tool for teachers who are looking to support or enhance an existing reading and language-arts curriculum. The *Literacy Power* series provides teachers and students with an alternative approach to grade-appropriate material and allows teachers to reinforce reading, writing, and language skills with their students through diverse and engaging units.

Each *Literacy Power* book includes a variety of text types, such as narrative, procedural, and recount, as well as an assortment of comprehension activities inspired by the text. Each book contains a variety of high-interest topics that aim at addressing reading and writing skills in an in-depth way.

The activities in this series promote higher-level thinking and can be used to teach specific skills, reinforce information previously taught, or simply provide additional practice.

Sample activities across the series include the following:

- reading for information
- following procedures
- responding to writing prompts
- understanding details
- combining sentences
- using words in context
- determining fact or fiction
- sequencing
- interpreting pictures
- comparing and contrasting
- organizing information
- defining new vocabulary
- drawing conclusions
- matching



Standards

The Common Core is a set of highly researched academic standards created by teachers, school chiefs, administrators, and other educational experts. The goal of the standards is for students required to graduate high school with the same skill set and academic knowledge to succeed in future endeavors. In order for this to occur, a set of common objectives needs to be met for each grade level.

To help students become career ready, all of the texts and activities in the *Literacy Power* series have been aligned to the Common Core State Standards. To learn more about these standards, visit <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

HOW TO USE THIS BOOK

The book is divided into separate units, each with a particular theme structure—either content themes or process themes. These themes are interwoven both conceptually and structurally. The content themes are based on the interests of students at their particular age and grade levels. The process themes focus on reading and writing processes.

Literacy Power provides students with a variety of opportunities to review classroom content. The activities can be used as independent or small-group practice, or they can provide teachers with opportunities for in-depth, whole-class instruction. Regardless of how you choose to use this book, the following tips may be helpful in implementing the program in your classroom.

- Introduce the workbook to your students and explain that the activities in the book will provide them with the opportunity to think about and interact with some of the concepts being taught in class, but possibly from a slightly different approach.
- Explain that the pages are designed to be easily understood. The instructions for each activity are concise and were written to be as clear as possible. Remind students to read the directions for every activity very carefully, as each activity typically requires something slightly different. Depending on the level of your students, you may want to first read the directions as a group and answer any questions.
- Allow students time to flip through the workbook to become more familiar with the layout of the pages and the various activities. Discuss any themes or activities that they seem particularly excited about or pages that pique their interest.
- Give students ample time to complete each activity, and then discuss as a class afterwards. Make note of any activities or concepts that may be more difficult and may require further review or additional instruction.
- On occasion, allow students to complete activity pages with partners. Having a discussion about the content and questions is a great way to build fluency, collaboration skills, and shared knowledge.
- *Literacy Power* was developed to focus on skills and content appropriate for a particular grade level. If you find some of your students are struggling with the content or completing the activities too quickly, consider locating a similar activity from one of the other books in the *Literacy Power* series intended for either a younger or older grade level.

Name: _____

READING

1. Read the story.

Jade Likes to Play

Jade and her friends go to the park.
There are fun things to do and play.

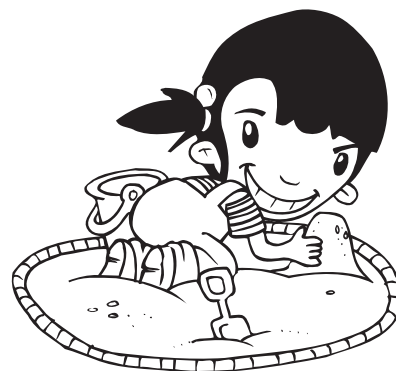
Jade likes to run fast.
Jade and her friends play tag.

Jade likes to climb.
Jade and her friends play on the jungle gym.

Jade likes to make things.
Jade and her friends play in the sandbox.

Jade likes to swing.
Jade and her friends play on the swings.

Jade and her friends like to play.
Jade and her friends have fun.



2. Draw a picture of Jade playing in the park with her friends.

A large, empty rectangular box with a thin black border, intended for the student to draw a picture of Jade playing in the park with her friends.

Name: _____

SEQUENCING

1. Read these sentences and then put them in order. Write 1 for the beginning, 2 for the middle, and 3 for the end.



- a. I go to the park.
 I put on my clothes.
 I play on the swing.

b. I sail my boat.
 I go to the pond.
 I get my boat.



- c. I go to the sandbox.
 I fill my bucket with sand.
 I make a sandcastle.