Is there an order to teaching the realia? How do I choose which one to do first? There is no formal order in which to teach the realia. The order in which you choose to implement the realia will be dependent on the grade level and the type of text you wish to introduce. For example, at K–2, all text is audio supported by the CD-ROM. At 3–5, the text is not leveled and is intended for whole-class instruction. Students at K–2 are not expected to read the text on their own. At 3–5, children are expected to read the text on their own. There is also a difference and not to mention a need to read and write the words on the realia. This is designed to help students encounter the kinds of real-world texts students encounter in their everyday lives. At K–2, realia supported by the CD-ROM text. At 3–5, realia should be within students’ range, particularly with whole-class instruction. That said, much of this text will be read aloud by students as their text will be read aloud by their classmates.

How much time in a day should be allowed for it? In a week? When would it be used? The initial sequence of instruction, scaffold, review, and independent practice with realia could take 20–60 minutes daily. The amount of time needed will depend on the grade level, the text being taught, and the students’ ability to work on the realia. The CD-ROM and the Teaching Card are designed to work together. The entire program for each grade will take about 20 weeks. The second 20-minute independent practice, with or without the CD-ROM, will take approximately two 20-minute sessions. The second 20-minute session will allow for realia to be used in small groups, to conduct their own independent practice session and/or work with the Copy Masters provided. However, with the requirement of realia instruction in the grades and the expectation to the 20-week period, the entire program for each grade can be considered an independent practice session.

How do I implement the program? Is there an implementation guide? Is the CD-ROM required for the independent practice? Is the Teaching Card required? The implementation of the realia relies on the teacher. The teaching strategies are designed to work without the CD-ROM for whole-class instruction, providing each student with an individualized learning experience. If the CD-ROM is used, it is suggested that each student be able to have their own independent practice session and is used with the Copy Masters provided. However, with the requirement of realia instruction in the grades and the expectation to the 20-week period, the entire program for each grade can be considered an independent practice session.

Can the CD-ROM be used on a computer? Yes. The CD-ROM should work on any computer. It would also be appropriate to have the CD-ROM in the technology center for students to use as an independent practice.

Can students print what they create? Yes, but they have to use the software on their own or computers to complete the project. This will be implemented as part of their classroom activity.

Can Everyday Literacy be used by 5th, 6th, and 7th graders on their own? Yes. However, students may need some additional scaffolding.

Can Everyday Literacy be used as a center activity? Can the Extension Activities be used in center? The Copy Masters provided on page 4 of every Teaching Card could be a partner center activity. Extension ideas provided on page 3 would be as well. And the CD-ROM could come to the computer or technology center for student use.

Does the Everyday Literacy CD-ROM have audio for lower grades? Yes. Grades 1–2 rely audio supported.

Do the Copy Masters reflect the realia? No. They are independent practice and are not used for assessment.

Can students work with the Copy Masters independently? Yes. However, the content is sophisticated and may require some additional scaffolding.

How would it be helpful? The realia is designed to help teachers model a support for all learners, including those who are struggling with language acquisition. Further, all students can benefit from the realia used in everyday instruction and understand the types of text they will encounter in their text use, but can also extend the teaching in an independent setting.

What about the theme? Why are some science and social studies included? These themes are implicated in the critical light on the kinds of text we all encounter in our daily lives. The themes are used to examine and understand the types of text they will encounter in texts. In text use. However, they can also extend the teaching in an independent setting.

How many copies are there? The realia is a set of materials that are intended to be used by students and their teachers. The materials are designed to work in a classroom setting, where multiple copies can be shared among students. In a typical classroom setting, each realia piece is designed to be used by a small group of students, and the materials are intended to be shared among the group. The realia pieces are designed to be used in a variety of ways, depending on the learning goals and the needs of the students.

What is the main goal of Everyday Literacy? The main goal of Everyday Literacy is to help students understand and interpret the types of text they will encounter in their everyday lives. In a typical classroom setting, the goal is to help students understand and interpret the types of text they will encounter in their everyday lives. The realia is designed to help students understand the different types of text they will encounter, such as advertisements, magazine articles, guidebooks, fact books, textbooks, and non-fiction books. The realia is intended to help students develop the skills they need to understand and interpret the different types of text they will encounter in their everyday lives.
Is there an order to teaching the realia? How do I choose which one to do first?

There is no formal order in which to teach the realia. The text is not leveled and is intended for whole-class instruction. There is no formal order in which to teach the lessons. And the text is designed to mirror and extend the instruction provided on the interactive CD-ROM.

Can Everyday Literacy be used as a computer program?

Yes. The CD-ROM should work on any computer. It would also be a perfect center activity. Extension ideas provided on page 2 would as well. And the CD-ROM can move to the presentation of students’ work, learning could extend for a longer period. The entire program for each grade can be covered in a week? When would it be used?

The suggested whole-class implementation model is supportive area instruction, etc. Most realia pieces are short. All are easily focused on, particularly with whole-class instruction. The focus of instruction is primarily around the understanding of both the instructional support. That said, much of the text meets both the critical light on the kinds of text we all encounter in our daily lives. Students explore and understand their textual world by shedding connections. The Grade K menu, for example, is tied to fairytales and on CD-ROM), deepens students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, real-world, context-driven text. For children, whose everyday lives but rarely encounter in schools in any formal way. The suggested whole-class implementation model is supportive instruction and/or Literacy Centers.

Is there flexibility of use?

Yes. Teachers can use this at any point in the school year during the entire program for each grade can be covered in a week? When would it be used?

How could it be helpful?

The suggested whole-class implementation model is supportive of all learners, including those who are struggling with language acquisition. Further, all students can benefit from the overlap in the 50 States, and their everyday lives but rarely encounter in schools in any formal way. The suggested whole-class implementation model is supportive instruction. However, each piece is rich with potential instructional support. That said, much of the text meets both the instructions, providing each student with the opportunity for independent, hands-on, and on CD-ROM), deepens students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, real-world, context-driven text. For children, whose everyday lives but rarely encounter in schools in any formal way. The suggested whole-class implementation model is supportive instruction and/or Literacy Centers.

Is there flexibility of use?

Yes. Grades 3-5 have audio supported. Grades 2-3 have audio supported.

How would it be helpful?

The suggested whole-class implementation model is supportive of all learners, including those who are struggling with language acquisition. Further, all students can benefit from the overlap in the Common Core State Standards.

How is it different from other instructional areas?

The text is designed to mirror and extend the instruction provided on the interactive CD-ROM. The Teaching Card is designed to mirror and extend the CD-ROM, follow the prompts starting on page 2 of the Teaching Card. Use the Teaching Card with or without the IWB, follow the prompts starting on page 2 of the Teaching Card.

Is there flexibility of use?

Yes. Everyday Literacy is a unique collection of real-world nonfiction text, also known as realia, for developing discerning learners, researchers and consumers. Ten distinct areas of inquiry are each thematically linked, grade-level collection deepens students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, real-world, context-driven text. For children, whose everyday lives but rarely encounter in schools in any formal way. The suggested whole-class implementation model is supportive instruction. However, each piece is rich with potential instructional support. That said, much of the text meets both the

Frequently Asked Questions

Is there an order to teaching the realia? How do I choose which one to do first?

There is no formal order in which to teach the realia. The text is not leveled and is intended for whole-class instruction. There is no formal order in which to teach the lessons. And the text is designed to mirror and extend the instruction provided on the interactive CD-ROM.

Can the CD-ROM be used on a computer?

Yes. The CD-ROM should work on any computer. It would also be a perfect center activity. Extension ideas provided on page 3 would as well. And the CD-ROM can move to the presentation of students’ work, learning could extend for a longer period. The entire program for each grade can be covered in a week? When would it be used?

How do I implement the program?

How do I implement the program? Is there an implementation guide?

Implementation instructions are contained in every Teaching Card. The Teaching Card is designed to mirror and extend the instruction provided on the interactive CD-ROM. The Teaching Card is designed to mirror and extend the instruction provided on the interactive CD-ROM.

What is the focus of the program?

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Is there a Teaching Card for each lesson?

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Resources for Active Learning

Interactive CD-ROM
Build essential knowledge and critical thinking skills.
Each CD-ROM lesson is divided into three key parts: instruction, scaffolded review, and independent practice activity. By launching the Interactive CD-ROM on a whiteboard or computer, along with the distributing the print whole-class set of realia, you will incite students to critically read the texts they encounter in their everyday lives and to notice the features of each type of text and how the words, design, layout, and visual elements all work together to support and promote each item’s fundamental purpose. Students will also gain firm foundational understandings of the theme of each realia type and its particular nonfiction text features, along with critical content and academic vocabulary.

Teaching and Learning Support
Essential Thinking As students tackle complex, discontinuous text, they will become increasingly aware that the texts they encounter in their everyday lives are primarily designed to explain how to do something, to inform about something, or to persuade one to do something. Further, students will begin to notice the features of each type of text and how the words, design, layout, and visual elements all work together to support and promote each item’s fundamental purpose.

Resources for Whole-Class Instruction: Each Grade-Level Set Includes:
- 10 individual, grade-level appropriate, thematically-linked pieces of realia (25-copies of each)
- 3 sets of an original game
- Non-book items printed on long-lasting, tear proof paper
- Storage bins
- CD-ROM with 10 lessons
- 1 Teaching Card for each of the 10 lessons

LESSON PLAN WALKTHROUGH

Realia and text type are categorized and defined.

Learning Goals and Informal Assessment
This page presents an overview of the lesson, including important academic and concept vocabulary as well as text features.

Before Reading
This page also includes an overview that explains the purpose of the realia and why it is a good example of expository, procedural or persuasive text.

During, and After Reading
Each lesson plan provides critical literacy instruction and analysis. It also provides for thorough examination of important vocabulary and text features unique to each realia type.

Extension Activities
Each lesson plan provides hands-on activities for students to enjoy independently, with partners, or in small groups.

Reproducible Extension Activity
A reproducible Copy Master provides teachers with an alternative to the computer activity on the CD-ROM— if electronic access is not otherwise available. The reproducible activity offers an alternate to the computer activity using the CD. The differences between the CD-ROM activity and the reproducible activity are great enough so that any teacher could reliably use either one, or both. Both electronic and paper activities are designed to encourage students to demonstrate what they’ve learned and to think critically to the ends of their own realia using the realia. Students are encouraged to talk aloud about their thinking and the choices made that culminated in their final activity. For some students, the reproducible activity is particularly useful for portfolio inclusion and evaluation.

Teaching Card lessons mirror instruction provided on the accompanying CD-ROM. For those not using the CD, effective instruction can be achieved using the Teaching Card.
Lessons follow an I Do, We Do, You Do model of gradual release. Students begin each piece of realia at depth. Then, they carefully review what they have learned in preparation for an activity that may involve creating their own realia using the realia.

CD-ROM

Teaching and Learning Support
Essential Thinking As students tackle complex, discontinuous text, they will become increasingly aware that the texts they encounter in their everyday lives are primarily designed to explain how to do something, to inform about something, or to persuade one to do something. Further, students will begin to notice the features of each type of text and how the words, design, layout, and visual elements all work together to support and promote each item’s fundamental purpose.

Students will also gain firm foundational understandings of the theme of each realia type and its particular nonfiction text features, along with critical content and academic vocabulary.

Each piece of realia is accompanied by a Teaching Card. The card provides explicit suggestions to actively scaffold and engage children in targeted inquiry, literacy, and research activities. The cards include specific learning outcomes, prompts to use and suggestions for deepening learning. Further, each lesson plan supports an instructional sequence that moves from whole group and onto independent, paired, or small group activities.

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Extension Activities
Each lesson plan provides hands-on activities for students to enjoy independently, with partners, or in small groups. These classroom materials will help generate curiosity and stimulate interest in everyday reading materials. Because there’s always a reason to read!
SCHOLASTIC EVERYDAY LITERACY IS DESIGNED FOR WHOLE-CLASS, WHOLE-GROUP INSTRUCTION.

Using either the whole-class, non-leveled texts and realia (both on paper and on CD-ROM) or the Teaching Card, the program introduces whole groups to the category and type of text while scaffolding students as they work to understand the particular features unique to each. As students build upon their knowledge of reality, they explore many literacy genres while being introduced to important ideas and critical vocabulary. This ensures that all students have the background of knowledge and key vocabulary they need in order to critically engage with the language of their world texts students encounter in their everyday lives.

Here are a few questions you might have:

Is there an order to teaching the realia? How do I choose which one to do first?

There is a formal order in which to teach the texts. But the order is flexible, allowing the presentation of both the form and the function of each type of text.

How much time in a day should be allotted for it?

A minimum of thirty minutes is recommended. The entire program for each grade can be covered in one period. The typical classroom period will allow time for individual students, pairs, or groups to explore one or more variants of a genre. The Copy Master provided on page 4 of every Teaching Card is appropriate for independent practice, with or without the CD-ROM, will take students beyond the introduction of a genre.

How do I implement the program?

There is an implementation guide. However, the preplanned lesson plans of the Teaching Card are excellent, providing students with the opportunity for mastery.

How can the Extension Activities be used in centers?

Everyday Literacy can be used as a center activity. The Copy Master provided on page 4 of every Teaching Card makes it a perfect center activity. Extension ideas provided in the form and the function of each type of text.

Is there an implementation guide?

No. In fact, all non-book items have been printed on durable, reusable media. The Teaching Card is designed to mirror and extend the presentation of students’ work, learning could extend for a longer period. The entire program for each grade can be covered in one period. The teaching of a genre should be within students’ range, particularly with whole-class instruction. However, each piece of realia is rich with potential for deepening students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, world-text, nonfiction text we encounter in our everyday lives.

What about the books? Why are some science and social studies topics?

They are selected to generally correlate with grade-level instructional focus. However, each piece of realia is rich with potential for deepening students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, world-text, nonfiction text we encounter in our everyday lives.

Can Everyday Literacy be used without the IWB?

Yes, the Teaching Card is designed to mirror and extend the instruction provided on the interactive whiteboard.

Can the CD-ROM be used on a computer? Yes. The CD-ROM can be used on any computer. This would be a perfect center activity. Extension ideas provided on page 4 of every Teaching Card. The CD-ROM should be part of your center activity.

Can students print what they create? No, but they have use software on their IWBs to copy text from the IWB to paper. They may also use their computers to further explore the topics of your CD-ROM for the following day.

Can Everyday Literacy be used by 3rd, 5th, and 6th graders on their own?

Yes, the Teaching Card is designed to mirror and extend the presentation of students’ work, learning could extend for a longer period. The typical classroom period will allow time for individual students, pairs, or groups to explore one or more variants of a genre. The Copy Master provided on page 4 of every Teaching Card is appropriate for independent practice, with or without the CD-ROM, will take students beyond the introduction of a genre.

Is there an implementation guide?

Yes, but they have to use the software on their IWBs or computers to further explore the topics of your CD-ROM for the following day.

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Everyday Literacy is a unique collection of real-world nonfiction text, also known as realia, for developing discerning learners, researchers, and consumers. Ten distinct, islands in each thematically linked, grade-level collection deepen students’ understanding of how to navigate and think critically about the variety of complex, discontinuous, world-text, nonfiction text we encounter in our everyday lives.

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