

2018 Catalog



Improving **English**
Developing **people**



Working Together Through a Common Language

At University of Dayton Publishing (UDP), we see the English language as an opportunity to build communication and understanding.

Our mission is to provide high-quality English language materials and promote strong universal values that develop social responsibility, cooperation, and global awareness.

We educate for transformation

In our dual role as a publisher and educational consultant, we have three main aims:

- Deliver tailor-made solutions to help schools evaluate and introduce new materials
- Give teachers opportunities to realize their full potential and stay up-to-date with the latest trends in teaching
- Offer support in the transition to modern curriculum implementation.

In order to ensure continuity as students move from preschool to elementary or from elementary to secondary, UDP series fit together seamlessly to enable students to achieve maximum results.

We believe we learn best as a community

This support extends to teachers across a range of training options offered through University of Dayton Publishing Professional Services.

From online course modules to a busy program of teacher training workshops, teachers can get the input they need to improve their professional status.

Together, we can give preschool, primary, secondary, and high school learners of English the best start in life.

With a principled approach to developing English and improving peoples' lives, UDP is widely recognized as the best option for learners and teachers of English.



Fly High

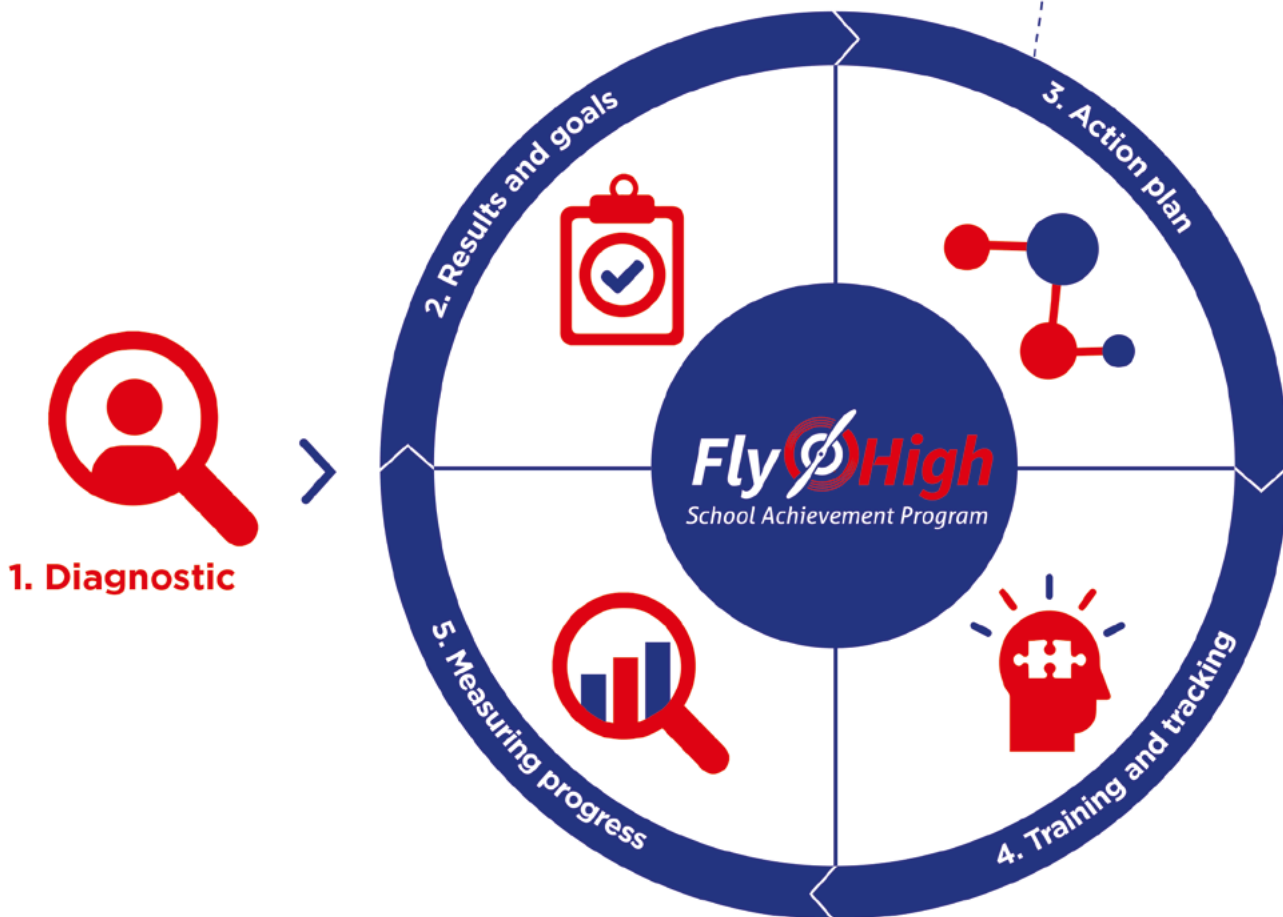
School Achievement Program

Children and young people studying today are growing up in a globalized world where English can open doors and transcend borders.

At University of Dayton Publishing, we understand that educational institutions need to provide competitive English language programs that not only satisfy official curriculum requirements but also offer students the opportunity to reach higher levels of English language proficiency and multiculturalism.



Fly High is a three-year school achievement program, designed to meet the specific needs of individual educational institutions. After holistically evaluating each school's current English program, *Fly High* works together with the school to set short- and long-term goals. Based on these goals, *Fly High* specialists create and implement an action plan which includes an English program, ongoing teacher training, and the support the school needs to create an environment that encourages the use of English. Yearly evaluations ensure accountability and progress.



Help your students to fly high in English!

Introducing a Major New Partnership between



and



Zaner-Bloser

University of Dayton Publishing and Zaner-Bloser have joined forces to give teachers and students the opportunity to cover the Common Core State Standards for Language Arts in their English classrooms.

Together, our aim is to provide an unprecedented selection of resources based on tried-and-tested methodologies and learning technology.

About Zaner-Bloser

Zaner-Bloser—part of the Highlights family of companies—specializes in flexible, customizable solutions in both print and digital formats to help 21st century students to read, write, and comprehend new words.

Teachers around the world use curricula and resources from Zaner-Bloser to inspire lifelong learning in their students and to achieve improved results in their classrooms.

The company has supported educators since 1895, developing its materials through years of research, experience, and feedback.



Our Mutual Objectives

University of Dayton Publishing and Zaner-Bloser are committed to:

- 1 Providing educational technology solutions that support teachers and students.
- 2 Offering the resources to inspire students to become lifelong learners.
- 3 Promoting the Common Core State Standards (CCSS).
- 4 Encouraging a love of words and fostering reading, writing, and vocabulary development.



ZB

Zaner-Bloser

a **Highlights** company



Created by University of Dayton Publishing, UDP Global enables schools to prepare students for the challenges of a knowledge-based society.

For teachers:

- *UDP Global* is a pedagogical offer supported by an array of technologies, services and digital resources that enriches the processes of teaching and learning.
- It is a learning management system (LMS) in which educators will find digital texts, with tools that facilitate communication and collaboration with students.
- Its contents and activities are 100% downloadable (they may also be used offline).

Compatible with these operating systems:



Technology now plays an important part in English language teaching (ELT) and teacher development. Recent advances have taken online and digital resources to a whole new level.

For students:

In *UDP Global*, students find contents in digital format to be used online. This way, they can receive activities from their teachers that supplement the course's work.



Easy to use: Comfortable and intuitive navigation.

Registration: Efficient, with fewer clicks.

Downloadable content:

Download only the content you need. Work on it later without an internet connection.

UDP GLOBAL



Contents are 100% downloadable.

Fast content uploading: Upload your own content quickly and efficiently.

Management Module: School administrators use this tool to create course reports every week, every month, or for the full academic year.

Differentiated Instruction:

- Personalize your students' learning experiences.
- Assign and track interactive activities.
- Create personalized tasks for your students according to their learning pace.



Preschool

Giving the youngest learners the best start in life in English.

Our courses are designed to help young learners play, express themselves, and learn in English.



Toy Box 2.0

Give children the best start in life as they learn and enjoy English.

PAGE
8



Happily Ever After™

A readiness program with children's literature at its heart.

PAGE
12



ABC 123 Just For Me!™

The program that prepares young children for handwriting ahead of kindergarten.

PAGE
16



Reference Materials

- My World Learner's Dictionary
- World Book Kids
- World Book Students
- World Book Discover



Training Links (See pages 60-61)

- Children as Language Learners
- Teaching Preschool and Elementary Children
- L2 Literacy

Toy Box 2.0

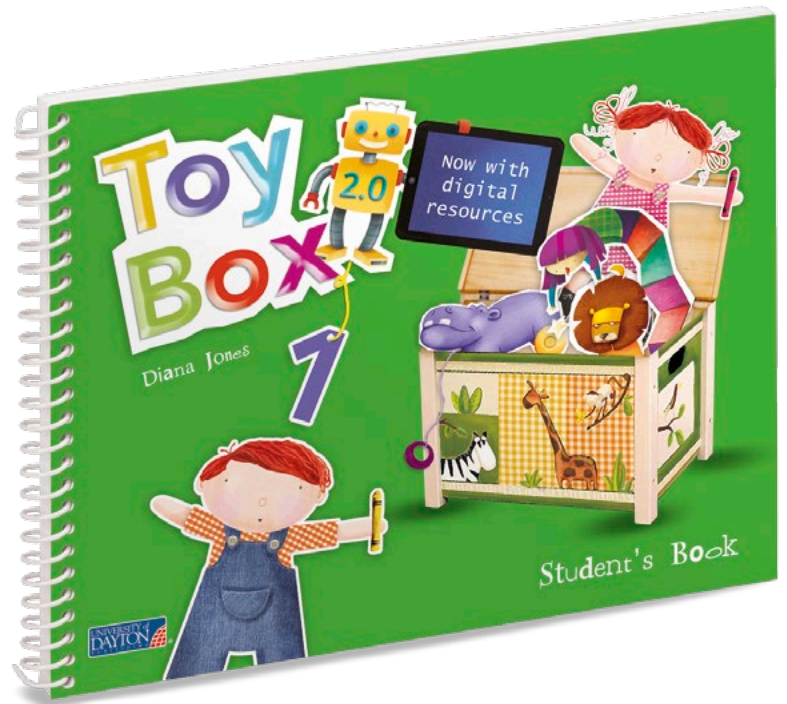
Diana Jones

Give children the best start in life as they learn and enjoy English.

Toy Box 2.0 enables young learners to acquire English naturally through story- and content-based themes that reflect the preschool curriculum. Activities develop prereading and prewriting communication skills, an awareness of numbers, and an appreciation of nature, science, and art.

With *Toy Box 2.0* learners:

- ✓ Feel comfortable using the language
- ✓ Interact meaningfully with others
- ✓ Develop essential communication skills
- ✓ Develop intercultural awareness



For Students at each level

Student's Book & CD
Activity Book



For Teachers at each level

Teacher's Guide
Big Book
Posters
Flashcards
Class CD

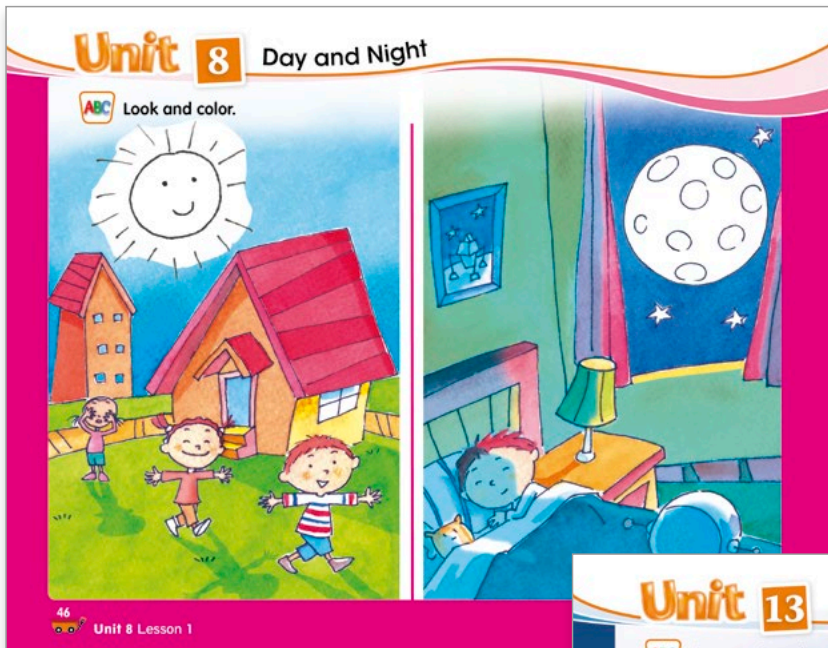


Toy Box 2.0 Online

Take the learning process further and develop digital competencies with:

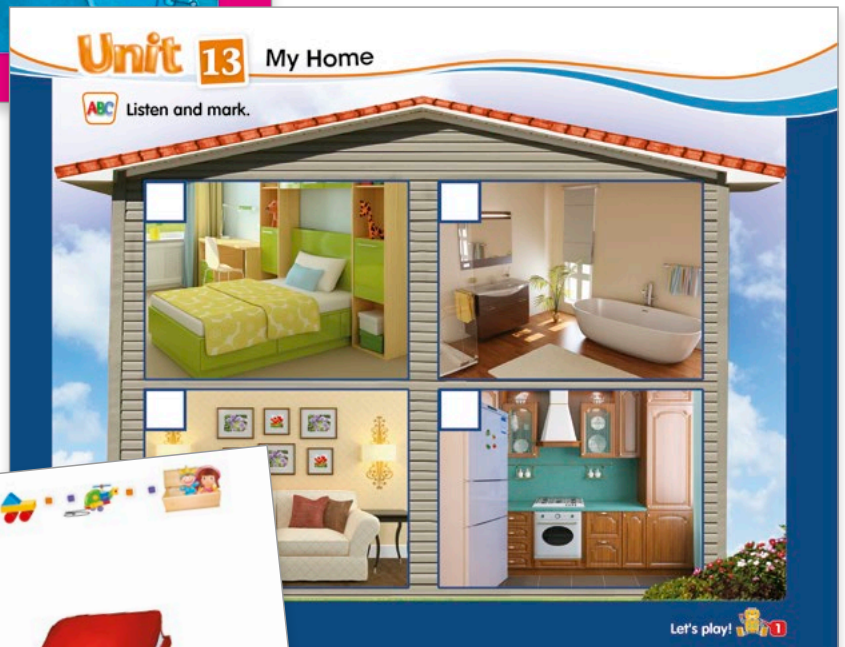
- **Interactive activities**, animated songs, and stories
- Digital books for **interactive whiteboards**
- **Downloadable resources** for assessment and progress checking
- **Interactive posters** and flashcards

Delivered through 

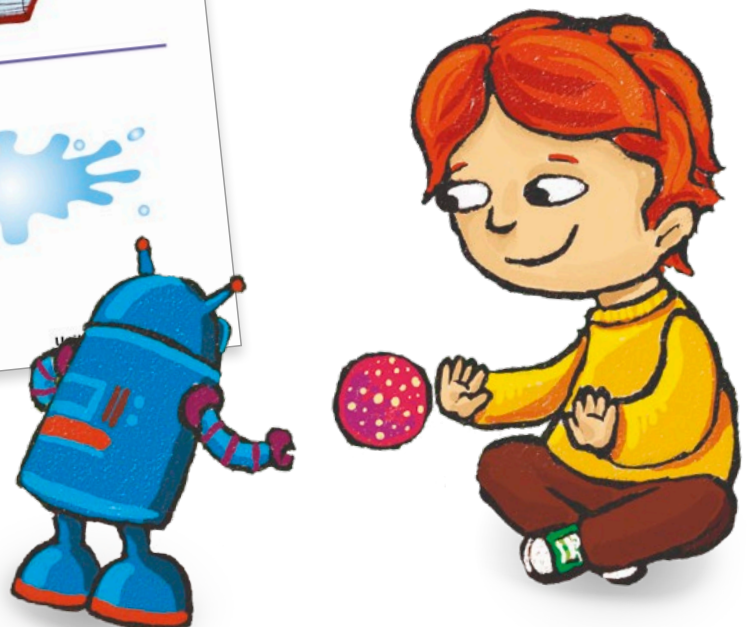


Literature-based units expose students to new language in context.

Content-based units revolve around a thematic poster.

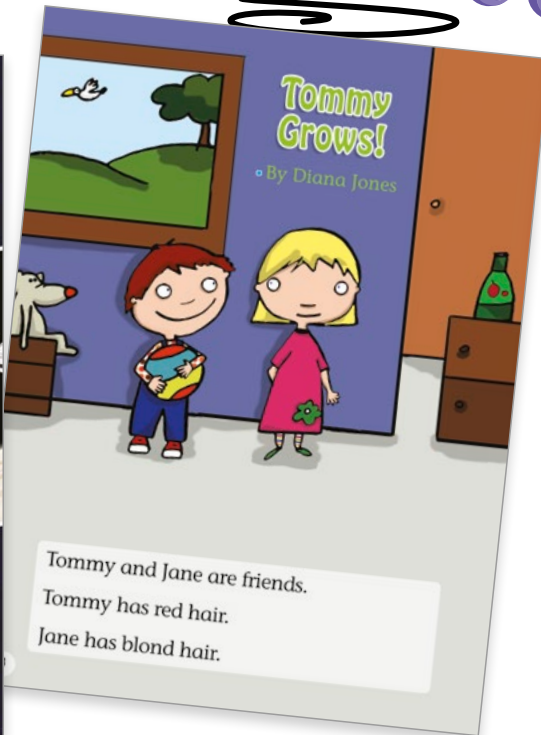
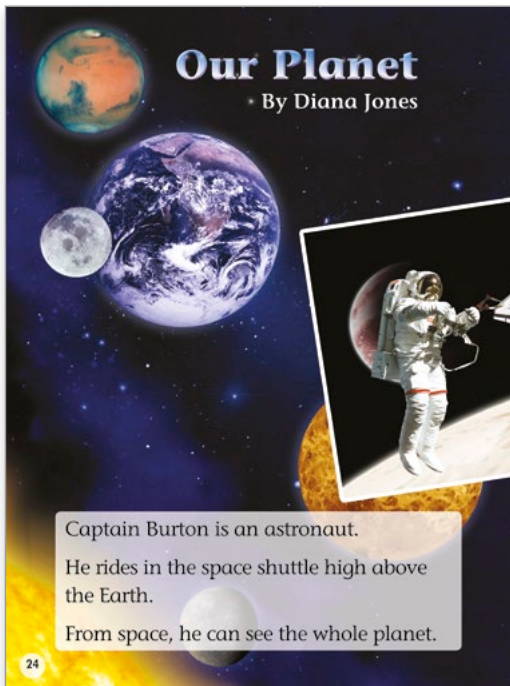


New phonics lessons help students learn to identify and reproduce initial sounds.



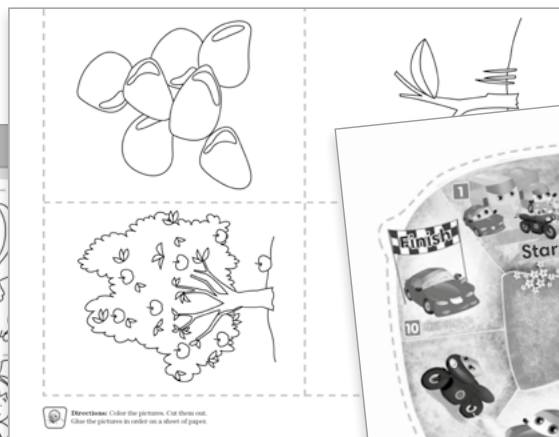
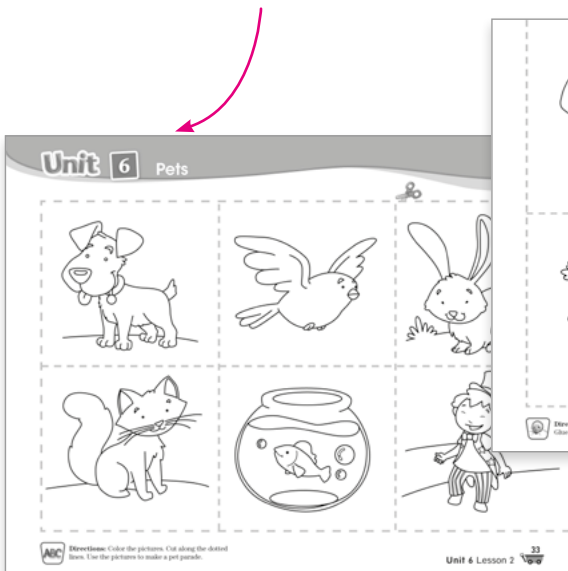
Start out with **Toy Box** 2.0

This well-loved preschool series offers a variety of teaching and practice resources both on paper and digitally.



Beautifully illustrated stories and texts, providing the context for language teaching.

Age-appropriate cutout pages for further practice and skills development.



Games and activities for language consolidation.





Interactive activities and games help students practice vocabulary, consolidate language learning, and develop prereading, prewriting, and listening skills.



Digital books with audio, links, and interactive activities.

Interactive activities and games consolidate language learning.



Animated songs and additional stories give teachers and learners more listening comprehension.

Hickory Dickory Dock™ & Happily Ever After™

NEW

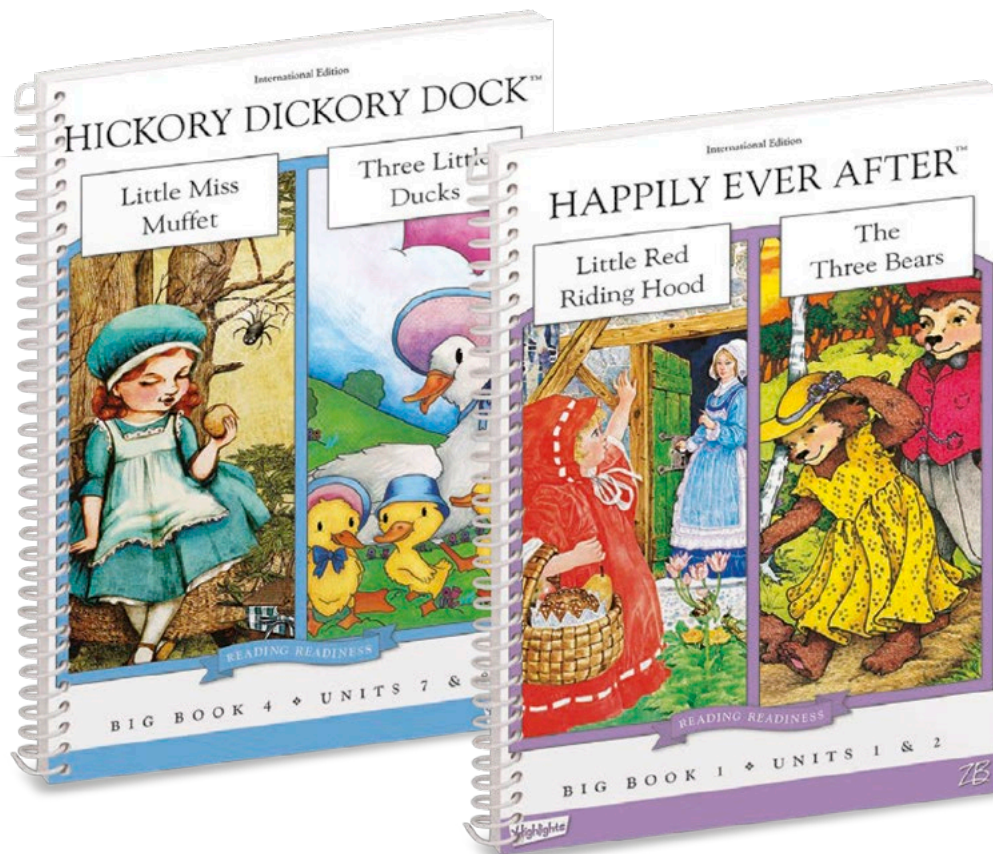
A Readiness Program with Children's Literature at Its Heart.

Hickory Dickory Dock™ & *Happily Ever After™* are readiness programs designed to give three- and four-year-old children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated nursery rhymes and selections of children's literature are the basis of the 10 units in each program.

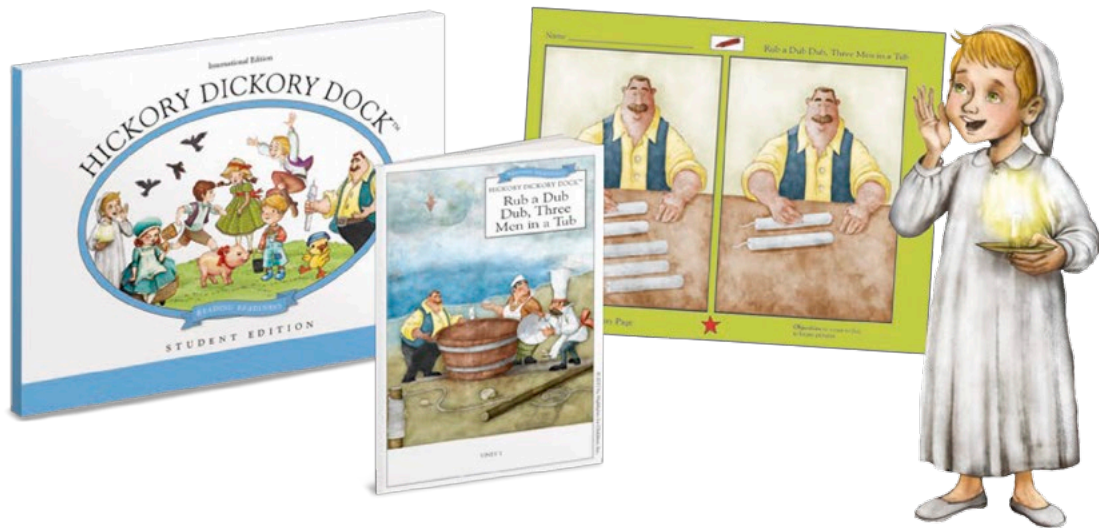


They teach a rich curriculum of early literacy skills, focusing on four areas:

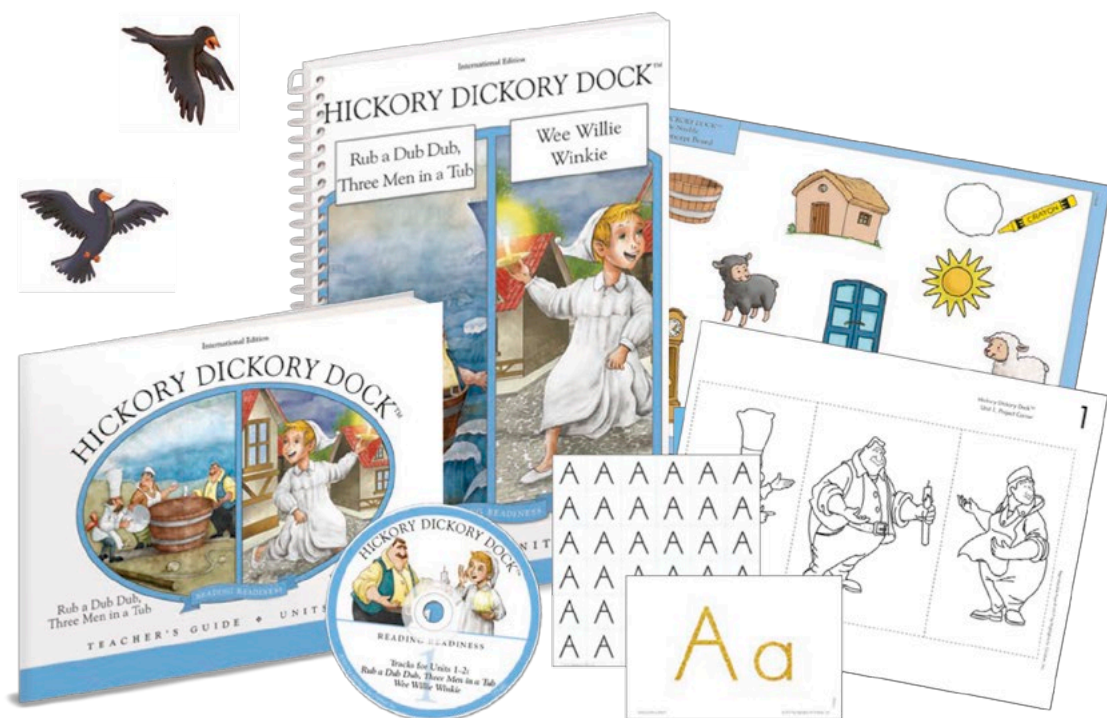
- ✓ Oral language and vocabulary
- ✓ Listening skills
- ✓ Direction-following
- ✓ Fine motor skills



Hickory Dickory Dock™ & Happily Ever After™ Components



- **Program Materials for the Student:** Little Book or Storybook and Activity Pages are combined in the Student Edition, with take-home letters that provide an overview of concepts and skills taught in the unit and give suggestions for activities related to children's work at school



- **Program Materials for the Teacher:** Provide everything the teacher needs to run a class in one handy binder that includes Teacher's Guides, Blackline Masters, and instructional CDs. In addition, materials consist of Big Books, group Activity and Concept Boards, Letter and Number Cards, Tactile Letter and Number Cards* and Color Squares.

* The Number Cards are only included in *Hickory Dickory Dock™*.

Here's why it works:

1. Motivation is key to children's success.
2. Early reading skills are most effectively taught when integrated with the other language arts.
3. Explicit instruction supports children at every step
4. A multimodal approach engages all children.



Hickory Dickory Dock[™] is organized into 10 units of instruction. Each is built on a selection of traditional nursery rhymes.

Happily Ever After[™] is organized into 10 units of instruction. Each is built on a selection of children's literature.

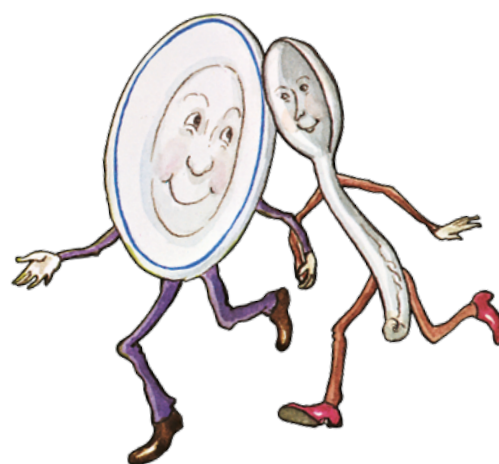
Everything you need to ensure that your students live happily ever after!

Benefits

Hickory Dickory Dock™ & *Happily Ever After*™ teach a rich curriculum of early literacy skills through a highly motivating, multimodal approach. They include beautifully illustrated rhymes and stories, lively discussions, a great variety of hands-on activities, and clear instruction that builds success step by step. The curriculum both delights children and fosters confidence, as it systematically develops the skills they need for learning how to read.

They include:

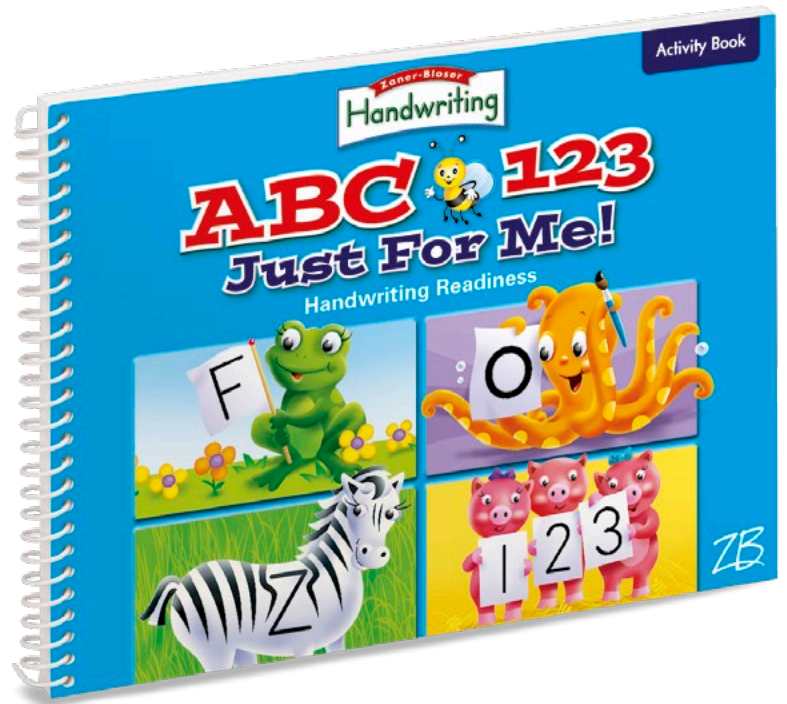
- ✓ Text structure and appreciation.
- ✓ Print and book awareness.
- ✓ Letter recognition and naming.
- ✓ Auditory discrimination.
- ✓ Phonological and phonemic awareness.
- ✓ Listening and direction following.
- ✓ Fine motor skills: cutting, folding, gluing, tracing, coloring, using a crayon or pencil
- ✓ Recognizing of colors and shapes.
- ✓ Instructional concepts and vocabulary, such as left and right; top and bottom; long and short; big and small.
- ✓ Oral language development.
- ✓ Emergent writing



ABC 123 Just For Me!™

The program that prepares young children for handwriting ahead of kindergarten.

ABC 123 Just For Me!™ offers a progressive approach for teaching students letters and numerals. Students are first taught basic handwriting strokes and shapes. These skills are then applied to uppercase and lowercase letters, using songs, stories, and group worksheets that make learning fun for young children.



There are more than 100 lessons, all presented in clear, easy-to-understand language such as “pull down” and “slide right.”

The program covers the key skills children will need at kindergarten, including:

- ✓ Handwriting skills
- ✓ Letter recognition
- ✓ Print awareness
- ✓ Phonemic awareness
- ✓ Fine-motor skills
- ✓ Gross-motor skills
- ✓ Spatial awareness

ABC 123 Just For Me!™ Components

- **Activity Books:** Contain a variety of age-appropriate prewriting, alphabet, and numeral activities specifically designed to develop fine-motor skills, handwriting skills, and phonemic awareness.
- **Teacher Guides:** Provide instruction and tips for directing whole- and small-group instruction and guided independent practice of handwriting readiness skills. Include two CDs to support learning.
- **School Home Booklets:** Provide blackline masters for 62 handwriting practice booklets.



Fun activities help young learners to master pen control.

Teachers and parents are given plenty of ideas to support the learning process.

Name: _____

Directions: Encourage children to color each picture. Then, ask them to help the hippo, the bee, and the zebra reach the helmet, the hive, and the zoo by cutting along the lines. If children need extra support, tape the right side of the page to a table.

ABC 123 Just For Me!
Handwriting Readiness

3 Make the Numeral:
1. Curve forward.
2. Curve forward.

Dear Family,
Help your child practice recognizing and writing numeral **3**. Also, encourage him or her to practice counting by holding up three fingers.

Go outside and search for numeral **3** around your neighborhood. Encourage your child to pay attention to house numbers and street signs. Is there a **3** in your own address or zip code? Share a piece of mail with your child, and allow him or her to use the paper to practice writing numerals.

Have fun practicing **3**!

ZB Zaner-Bloser

Directions: Help your child trace numeral **3** with or her finger. Then, encourage your child to color the ladybugs as he or she counts them.

Learners develop their handwriting skills with clear instruction and age-appropriate activities.

Cute characters appeal to young learners' sense of play when they learn.











Elementary School

Celebrate with us our exclusive distribution and partnership with Zaner-Bloser.

Part of the Highlights family of companies, Zaner-Bloser offers a wide range of solutions to help 21st century students read, write, and develop life-long learning skills.

PRIMARY

 new	Strategies for Readers™ A comprehensive English language solution for grades K-6, built on the foundation of social-emotional learning.	PAGE 20
 new	Strategies for Writers™ Helping students succeed as effective writers in the 21st century.	PAGE 26
	Spelling Connections™ Comprehensive instruction on word spelling for Grades K-8.	PAGE 32
	Word Wisdom™ A complete program to teach students new vocabulary and improve comprehension.	PAGE 34
	Grammar, Usage and Mechanics Grammar, Usage, and Mechanics teaches students critical skills for successful writing.	PAGE 36
	Zaner-Bloser Handwriting™ Focus on the foundational literacy skill that is proven to accelerate learning.	PAGE 38

Strategies for Readers™ and Strategies for Writers™

Two series designed together as a comprehensive English language solution for grades K-6, built on the foundation of social-emotional learning.

The product will provide guided instruction in reading and writing across genres and in partnership with common social-emotional themes. Can be sold as a stand-alone reading/writing program or be accompanied by *Zaner-Bloser's Spelling Connections™* and *Handwriting™* products.

Strategies is ideal for the bilingual classroom where English instruction totals ten to fifteen hours per week. It is the perfect choice for schools that are using a fragmented reading and writing curricula but that are looking for a more consistent and comprehensive solution. This is because the text genres covered in *Strategies for Writers™* guided the text selection in the *Strategies for Readers™* series.

Social-Emotional Learning

Learning is a social process: children learn in collaboration with their peers and teachers, and with the support of their families. Social-emotional learning (SEL) is based on this understanding. It recognizes that supportive relationships enhance challenging, engaging, and meaningful learning, and that social-emotional skills are critical to being a good student and citizen.

Strategies for Readers™ and *Strategies for Writers™* present excellent opportunities for teachers to promote both the literacy skills and the social awareness of their students. By giving children the chance to think deeply about what they are reading, and then allowing them to put their thoughts into words, students are able to produce profound and mature responses.



**U.S. Common Core State Standards:
Meeting the Requirements**

According to the Common Core State Standards, writing in the content areas is essential. Why? Writing is one of the very best ways for students to comprehend and retain content area knowledge. Writing in the content area is far more cognitively demanding than worksheets and other activities that require only the recognition of the correct answers. *Strategies for Writers™* gives students ample opportunity to do this.

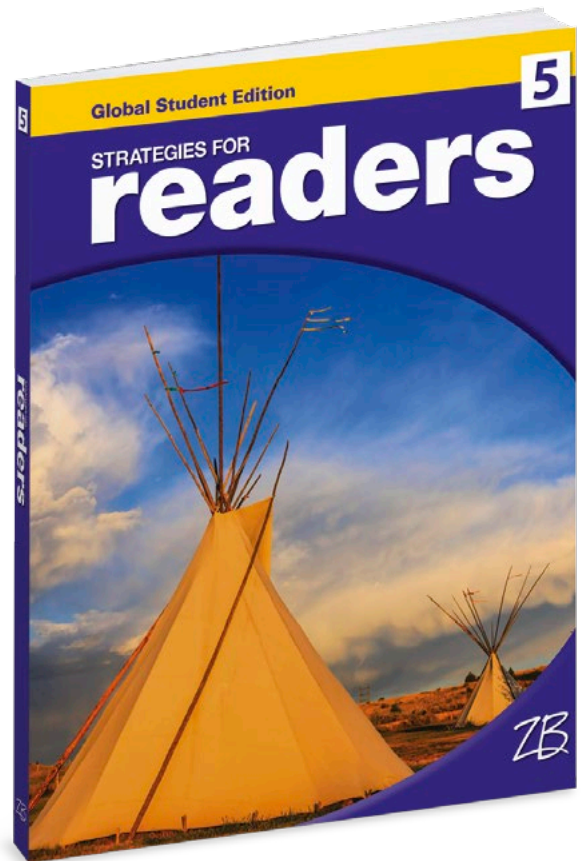
At the same time, *Strategies for Readers™* fulfills the requirement that students must read widely and deeply from a broad range of literary and informational texts. Reading is one of the very best ways for students to comprehend and retain content area knowledge and build a foundation for further study, and the curriculum is coherently structured to develop rich content knowledge within and across grades.



As you will see, *Strategies for Readers™* and *Strategies for Writers™* provide a structured approach to the teaching of reading and writing, and are an essential tool for helping English language learners develop and refine their reading and writing skills.



Strategies for Readers™



Reading instruction for the 21st century.

Strategies for Readers™ is a complete reading program for levels K-6 that prepares all students to be confident, proficient, and effective 21st century readers. The anthologies provide a guided reading framework and are ideal for supporting and enriching writing instruction.

Strategies for Readers™ is comprehensive, easy-to-follow, and easy-to-use. The series supports analysis and close reading of texts through:

- ✓ Differentiated instruction
- ✓ Specific comprehension skills, word study, and fluency activities
- ✓ Concise lessons and instructions with daily and weekly planners
- ✓ Common Core State Standard correlations and references

Strategies fo Readers™ Components

- **Student Editions:** Contain an anthology of texts designed to encourage close, purposeful reading and developed around a theme.
- **Reader's Logs:** Give students additional comprehension activities and skills practice.
- **Teacher Editions:** Provide daily and weekly planners and give tips and instructions for running each class, with additional ideas for group projects.
- **Reader's Logs Teacher Editions:** Give answers to the *Reader's Log* activities.





→ A Unit Opener introduces the theme

The content of *Strategies for Readers™* has been developed around five powerful themes:



Identity Awareness. Students discover their own unique personalities as they gain a strong foundation for developing healthy relationships.



Family, Friends, and Community. Students learn about the nature of relationships with family and friends and how to help and care for others.



Perspective Taking. Students develop empathy as they become aware that other points of view are valid and should be respected.



Social Awareness. Students learn to foster relationships and begin to understand the pitfalls of stereotyping and prejudice.



Conflict Resolution. Students learn new strategies for resolving differences and how to get along with others.

Strategies for Readers™

Strategies for Readers™ leveled reading program fits into any reading framework and provides the scaffolded support students need to advance their reading levels and meet the rigor of the Common Core State Standards (CCSS).

Close, purposeful reading helps students find evidence to support their thinking and deepen their comprehension.

Increasingly complex texts expand reading range and quality.

The collage features three main components:

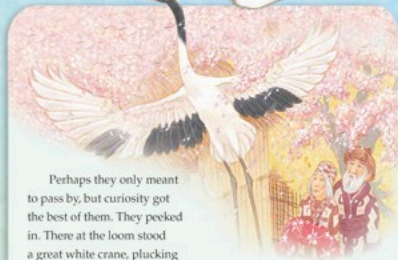
- Story Page:** An illustration of a woodcutter and his wife in a forest. The text begins with a large 'O' and describes a poor woodcutter and his wife living in a small house in the forest. It details their daily routine of packing lunch and the woodcutter's work of cutting trees. A key event is described where the woodcutter marks a tree with chalk and hears a tiny voice.
- Comprehension Page:** An illustration of a man with a mustache and a hat looking thoughtful. Below it, text includes a quote from a tiny elf: "Stop! Please don't chop down my tree..." and a man's response: "I can sell this wood for a good price. It will make a fine house..."
- Reader's Log Page:** A worksheet titled "The Food Festival" with a "Comprehension Skills" section. It includes a "Make Judgments" task: "Read the steps for making tea. Answer the questions." Below this are four illustrations showing the steps: "Boil water," "Add tea leaves," "Add milk," and "Serve the tea." Two questions follow: "How has the author organized the text?" and "What can you learn from the pictures?"

Continuous focus on word relationships and meanings aids vocabulary expansion.

Additional comprehension and skills practice in the *Reader's Log*.

With *Strategies for Readers™*, students will demonstrate skills corresponding to anchor standards in four areas:

- ✓ Key ideas and details
- ✓ Craft and structure
- ✓ Integration of knowledge and ideas
- ✓ Range of reading and level of text complexity



Perhaps they only meant to pass by, but curiosity got the best of them. They peeked in. There at the loom stood a great white crane, plucking its feathers and weaving them into the cloth. Seeing this, the old woman gave a little gasp.

The crane looked up. The old man and his wife turned away immediately, but it was too late. They went outside and sat down, saying nothing.

A short time later, the girl came out carrying the most beautiful cloth anyone had ever seen. It was beyond description. "Ah, my parents," she said, "now that you have seen me in my true form, I cannot stay with you any longer. This cloth will bring much gold. It is my farewell gift to you."

"Don't go! Don't go!" said the old man and the old woman. "We want you to stay with us forever. You are our daughter."

"I'm sorry, my parents. I love you, but I must go."

So saying, she changed again into the great white crane. She flew under the cherry tree, causing a shower of pink petals, then she rose up, up into the pale-blue spring sky.

66 The White Crane

Life Connections

Thinking Strategies

1. Why do you think that the man and woman looked in the room as the girl was weaving?
2. Why do you think that the girl could no longer stay with the old man and the old woman?
3. What did freedom mean to the girl?

Vocabulary

Find these words in the text and talk about what they mean.

- | | |
|-------------------|--------------------|
| quicken (p. 61) | frail (p. 62) |
| gnawed (p. 61) | envisioned (p. 65) |
| released (p. 61) | curiosity (p. 66) |
| garment (p. 62) | plucking (p. 66) |
| trembling (p. 62) | gasp (p. 66) |

Connect to Life: Paper Wings

The art of paper folding, origami, has been celebrated for hundreds of years in Japan. Working in small groups, investigate how to make paper cranes using origami folding techniques. Think of people who need freedom. Make a pattern on paper that represents those people. Write a paragraph dedicating your crane to those people.

The White Crane 67

Discussion questions to explore the topic of each text



Connect to Life activities that encourage collaboration

Explore the Topic
 What experiences have you had sculpting with clay or another material?
 How does sculpting compare with painting or drawing?

Purpose for Reading

- Connect the artist's stories to our stories.
- Identify the sequence of events in the text.
- Make judgments and support them with evidence from the text.

Songs of Bronze
 Sculptures by Tina Allen

Text by Joy E. Dickerson

22 Songs of Bronze

Strategies for Writers™

Getting your students ready to succeed as effective writers.

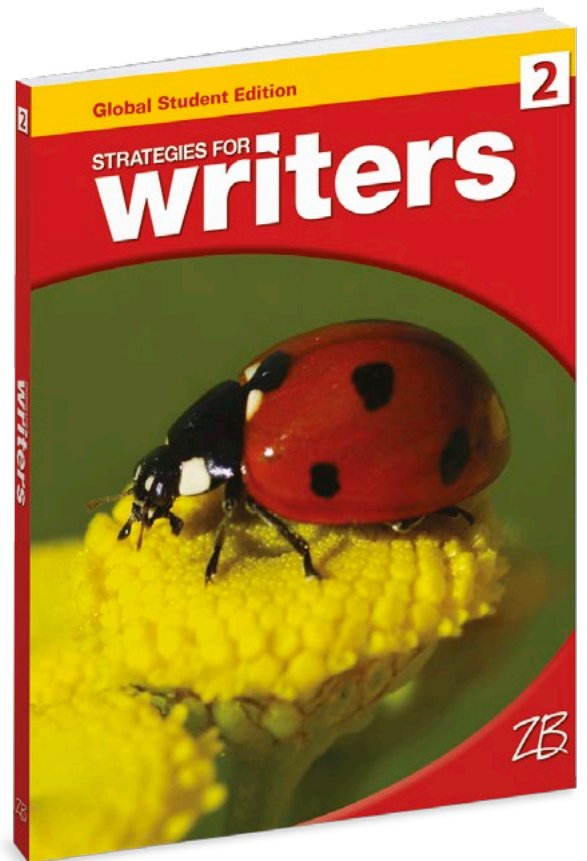
Today's standards put a new emphasis on writing to ensure that students are ready for the rigors of college and the expectations of today's workplace. *Strategies for Writers™* is a flexible writing resource for the next generation of students of grades K-6.

Strategies for Writers™ provides instruction that incorporates genre-specific characteristics of the six traits of writing for every step of the writing process. It includes:

- ✓ Differentiated instruction
- ✓ Analysis of writing models
- ✓ Grammar and conventions of standard written English
- ✓ Daily and weekly planners
- ✓ Common Core State Standard correlations and references

Strategies for Writers™ Components

- **Student Editions:** Follow a 5-step writing process to help students produce examples of narrative, informative/explanatory and opinion or argument writing.
- **Writer's Journals:** Give students additional writing practice related to the text types seen in the Student Edition.
- **Teacher Editions:** Provide daily and weekly planners and give tips and instructions for running grade-level appropriate classes.
- **Writer's Journals Teacher Editions:** Give answers to the *Writer's Journal* activities.





Each unit starts with an introduction from the student's writing partner.

The content of *Strategies for Writers™* has been developed around the six essential writing traits.

Ideas	<ul style="list-style-type: none"> a clear topic or plot details that describe actions, thoughts, or feelings
Organization	<ul style="list-style-type: none"> the events in order a strong beginning and ending temporal words that show the order of events
Voice	<ul style="list-style-type: none"> a voice that speaks directly to the audience if used, dialogue that fits the characters
Word Choice	<ul style="list-style-type: none"> exact words that tell the story
Sentence Fluency	<ul style="list-style-type: none"> sentences that are smooth
Conventions	<ul style="list-style-type: none"> no or few errors in spelling, punctuation, and capitalization

Strategies for Writers™

Strategies for Writers™ provides ample writing practice for a range of tasks, purposes, and audiences within Narrative, Informative/Explanatory, and Opinion or Argument text types. The leveled program ensures students will meet the requirements of the Common Core State Standards (CCSS).

Write a Personal Narrative

Prewrite Focus on **Ideas**

The Rubric Says The topic is clear.

Writing Strategy Make a list of interesting topics and pick the best one.

Before writing my own story I need to pick a topic. The rubric says that my topic should be clear, which means that I also have to have details that tell about the topic. First, I will make a list of topics. Next, I'll write some notes about each one. The notes will help me to pick the best topic. I'll circle my choice. After that, I'll write my own personal narrative.

Writer's Term
Topic
 A topic is the idea you choose to write about.

14 Narrative Writing

My Topics	My Notes
the day my mom came home from the army	That was a great day, but a lot happened. It's too much for one story.
my first day of day camp	That was last summer. That's too long ago.
my first swimming lesson	Some of my friends are taking swimming lessons now. Others have already learned how to swim. This topic would interest all of my friends. I'll use it!

Analyze
 Read Kyle's notes. Do you agree that it made sense to choose this topic? Why or why not?

Write
 Make a list of topics you could write about. Write your notes next to each topic.



Maximize success with student-friendly, self-guided writing instruction, presented in flexible lessons that can be completed in any order.

With *Strategies for Writers™*, students will write routinely for a range of tasks, purposes and audiences in multiple genres within the text types. They will also:

- ✓ Analyze writing models by reading
- ✓ Master the grammar and conventions of standard written English
- ✓ Practice their writing skills independently using the *Writer's Journal*

Research Report

Name: _____

Organization

Complete the fact web for your research report.

Question 1

Fact 1

Fact 2

Fact 3

Topic: _____

Fact 1

Fact 2

Fact 3

Question 2

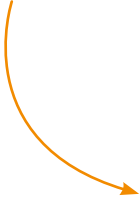
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With *Strategies for Writers™* students will:

- ✓ Thoughtfully communicate and support opinions (opinion or argument writing)
- ✓ Efficiently examine complex ideas (informative/explanatory writing)
- ✓ Thoroughly convey experiences and events (narrative writing)

Build students' confidence through explicit instruction, modeling, and practice for each of the writing text types.



Write a Friendly Letter

Edit Focus on **Conventions**

The Rubric Says The letter has all five parts. Commas are correct in the date and address.

Writing Strategy Check for all parts of a letter and correct use of commas.

Next I will proofread my letter. I'll check that I've included all five parts of a friendly letter. If I forgot a part, I will add it where it belongs. I'll also make sure the commas in the date and address are correct.

[DRAFT]

19 North Street
Sherwood, OR 97140
Oct. 27, 20__

Dear Jade,

Last week, I went to my babysitter's wedding. It was so much fun! First, the bride and groom stood under a tent called a huppah. A huppah is a special, pretty canopy with open sides and a flat roof.

Write
Check your draft. Make sure you include all five parts of a friendly letter. Also add commas to the date and address, if needed.

Friendly Letter 49

Write a Friendly Letter

Publish **Presentation**

Publishing Strategy Mail the letter.

Presentation Strategy Make sure the letter is neat.

I finished editing my letter! I'll make a neat final copy. First, I will use this checklist to make sure I've finished everything. You can use this list to check your final draft, too. Then, I'll write Jade's address on an envelope, add a stamp, and mail her the letter.

My Final Checklist

Did I —

- ✓ check my spelling?
- ✓ include all five parts of a friendly letter?
- ✓ use commas correctly in the address and date?
- ✓ write neatly?

[FINAL DRAFT]

19 North Street
Sherwood, OR 97140
Oct. 27, 20__

Dear Jade,

Last week, I went to my babysitter's wedding. It was so much fun! First, the bride and groom stood under a tent called a huppah. A huppah is a special, pretty canopy with open sides and a flat roof. Then, the groom broke a glass with his foot. Next, there was a big party. Everyone danced in a circle. People lifted up the bride and groom on chairs. Finally, we had a big meal and more dancing.

Your friend,
Kyle.

Analyze
How did Kyle do? Did he follow the rubric correctly? Be sure to use the rubric to check your own final draft.

50 Narrative Writing

Friendly Letter 51

UDP Global is a Learning Management System (LMS) that provides students and teachers alike with access to our digital course books and a variety of interactive activities, multimedia, and teachers' resources that accompany our series. .



What is inside UDP Global for Writers

Skilled writers now work with more than putting pen to paper. They now write across modes and media, leveraging digital tools wherever purposeful. As a result, teaching writers today requires knowing both how to write effectively as well as which digital media tool will help us tap an engaged audience.

Strategies for Writers Student's Digital Pack* offers:

- Student Edition in e-book format with audio support for grades K to 2.
- Graphic Organizers to help plan and organize ideas in the prewriting stage.
- Interactive activities for extra practice in grammar and mechanics specific for each text type.
- Interactive grammar games for extension and consolidation.
- Digital proofreading activities which help train students to become better writers.
- Additional prompts for each text type allow students to publish online and share work within the class virtual learning environment.



As much as we still inhabit our roles as lead-writers in our classrooms, teachers must also model thinking, selection processes, and uses of print and digital tools that help us do new and better things. We need strategies for how to navigate what's new while equipping writers to be flexible, purposeful, and effective.

Strategies for Writers Teacher's Digital Pack* offers:

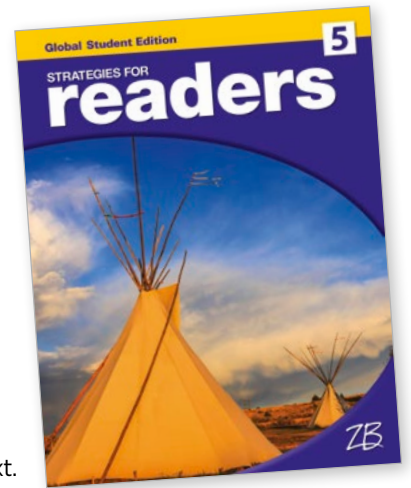
- Student and Teacher Editions in e-book format with audio support for grades K to 2.
- Teacher's e-handbook for digital pack with suggestions for when and how to use the digital resources.
- Customizable presentations, videos and downloadable posters to help to introduce and reinforce the writing process, text types or traits of writing.
- Downloadable optional revising lessons, differentiated instruction activities and grammar worksheets.
- Podcasts and screencasts with relevant professional development content.
- School/home connection letters to keep the parents up to date on their children learning (Available in English and Spanish.)

What is inside UDP Global for Readers

Reading and learning with digital media allows students to develop strategies for how to navigate what's new while equipping them to be flexible, purposeful, and effective. We all need to remember that we come to these moments for learning with a great deal of expertise in knowing what it means to be a reader. We aren't starting over. We are just thinking in newer, more open ways.

Strategies for Readers Student's Digital Pack* offers:

- Student Edition in e-book format with audio support for grades K to 2
- Graphic Organizers to help comprehend the main ideas, relationships, and concepts of a text.
- Interactive activities for extra vocabulary and word study practice for each text.
- Interactive activities for differentiated instruction reinforce or extend learning.



As lead-readers in our classrooms, teachers must also model thinking, selection processes, and uses of print and digital tools that help us do new and better things.

Strategies for Readers Teacher's Digital Pack* offers:

- Student and Teacher Editions in e-book format with audio support for grades K to 2
- Teacher's e-handbook for digital pack with suggestions for when and how to use the digital resources
- Theme videos to help introduce the context of each unit
- Customizable presentations to help reinforce comprehension skills
- Downloadable glossary
- Oral Assessment handbook and rubrics.
- Teacher routine cards for small groups instruction
- Podcasts and screencasts with relevant professional development content
- School/home connection letters to keep the parents up to date on their children learning (Available in English and Spanish.)



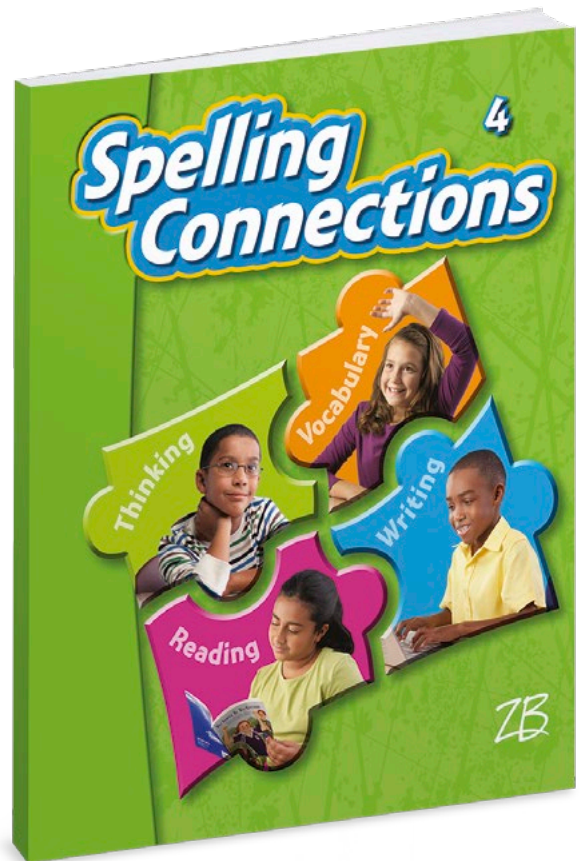
Spelling Connections™

Comprehensive instruction on word spelling for Grades K-8.

Based on more than 30 years of research, *Spelling Connections™* teaches students spelling through meaningful practice activities, technology, and word sorting. Each level contains 36 week-long units designed to take around 15 minutes per day.

The course provides everything teachers need, including:

- ✓ Flexible 3- or 5-day plans with full instruction
- ✓ Activities that make connections to thinking, phonics, vocabulary, reading, and writing
- ✓ A range of diagnostic, formative, and summative assessments to monitor progress



Spelling Connections™ Components

- **Student Editions:** Allow students to practice spelling through meaningful activities, technology, and word sorting.
- **Teacher Editions:** Include flexible 3- to 5-day lesson plans with clear instructions.





Unit 1

Connections to READING

crust zipper brick trust	pass began felt kept	else collar spill trick	skill drag button shell	brag smell held begin
-----------------------------------	-------------------------------	----------------------------------	----------------------------------	--------------------------------

Complete the Analogies

- crust
- drag
- smell
- kept
- held

Make Inferences

- button
- pass
- felt
- brick
- began

Use Context Clues

- shell
- spill
- skill
- trick
- trust
- brag
- collar
- zipper
- else
- begin

Complete the Analogies
Write a spelling word to complete each analogy.

- Skin is to apple as _____ is to bread.
- Stroller is to push as sled is to _____.
- See is to eye as _____ is to nose.
- Sleep is to slept as keep is to _____.
- Say is to said as hold is to _____.

Make Inferences
Write a spelling word to solve each riddle.

- I am round and have eyes.
- I rhyme with glass and mean "to go by."
- I am the "yesterday" word of "today's" word feel.
- One of the three little pigs used me to build a house.
- I am a two-syllable word that means "started."

Use Context Clues
Write a spelling word to complete each sentence.

- A tortoise goes into its _____ when it is frightened.
- If you fill your glass too full, you may _____ your drink.
- It takes great _____ to play professional sports.
- The magician taught us a new _____.
- I hope I can _____ you to keep this secret.
- I like to _____ about my brother's paintings.
- Because I was hot, the _____ of my shirt got wrinkled.
- A _____ in a jacket makes it easy to open and close.
- Did anyone _____ get the right answer to that question?
- We will _____ each sentence with a capital letter.

16

Meaningful instruction and practice, including differentiated word sorts to promote higher-level skill development in thinking, phonics and vocabulary, reading, and writing.

A page-per-day over five days: everything you need to deliver effective instruction without the need for extensive planning and prep work.

Unit 1 Short Vowel Sounds

Connections to THINKING

Read the spelling words and sentences.

1. crust	crust	Lucas cut the crust off his bread.
2. pass	pass	I pass that computer store every day.
3. else	else	Who else is coming to this party?
4. skill	skill	Writing poetry is a skill I admire.
5. brag	brag	It is rude to brag about your deeds.
6. zipper	zipper	Maria sewed a zipper into her skirt.
7. began	began	He was so happy he began to sing.
8. collar	collar	Mom has a lace collar on her dress.
9. drag	drag	We drag our boats into the water.
10. smell	smell	Did you stop to smell the roses?
11. brick	brick	Follow the yellow brick road.
12. felt	felt	In the sun the sand felt hot.
13. spill	spill	You must not spill your milk.
14. button	button	Kwan lost a button from his shirt.
15. held	held	I held the injured bird in my hand.
16. trust	trust	Can I trust you to keep a secret?
17. kept	kept	This show has kept me in suspense.
18. trick	trick	The magician tried to trick us.
19. shell	shell	The turtle's head was in its shell.
20. begin	begin	Let me begin to tell you a story.

Think & Sort the spelling words.

- 1-4. Write the words that have the short **a** sound spelled a.
- 5-10. Write the words that have the short **e** sound spelled e.
- 11-16. Write the words that have the short **i** sound spelled i.
17. Write the word that has the short **o** sound spelled o.
- 18-20. Write the words that have the short **u** sound spelled u.

Remember

Many short vowel sounds are spelled with a single letter: **a** as in pass, **e** as in held, **i** as in skill, **o** as in collar, and **u** as in trust.

Spelling Tutor

14

Unit 1

Connections to VOCABULARY

Word Analysis
Write the spelling word that does not belong in each group.

- start, begin, felt
- dump, brag, spill
- collar, drag, sleeve
- kept, trick, fool
- boast, held, brag
- began, faith, trust

Double Consonants
Write the words with double consonants in the middle of the word. Draw a line between the syllables.

- _____
- _____
- _____

Plurals

A. Write the spelling words that are singular forms of the plurals that are formed by adding -s.

10. shells	12. crusts	14. tricks
11. skills	13. bricks	

B. Write the spelling word that is the singular form of the plural that is formed by adding -es.

- passes

Use the Dictionary

16-20. Words in a dictionary are in alphabetical order. Write these words in alphabetical order.

held else trust kept begin

Dictionary Check Be sure to check the alphabetical order of the words in your Spelling Dictionary.

Word Analysis

- felt
- brag
- drag
- kept
- held
- began

Double Consonants

- zip/per
- col/lar
- but/ton

Plurals

- shell
- skill
- crust
- brick
- trick
- pass

Use the Dictionary

- begin
- else
- held
- kept
- trust

15

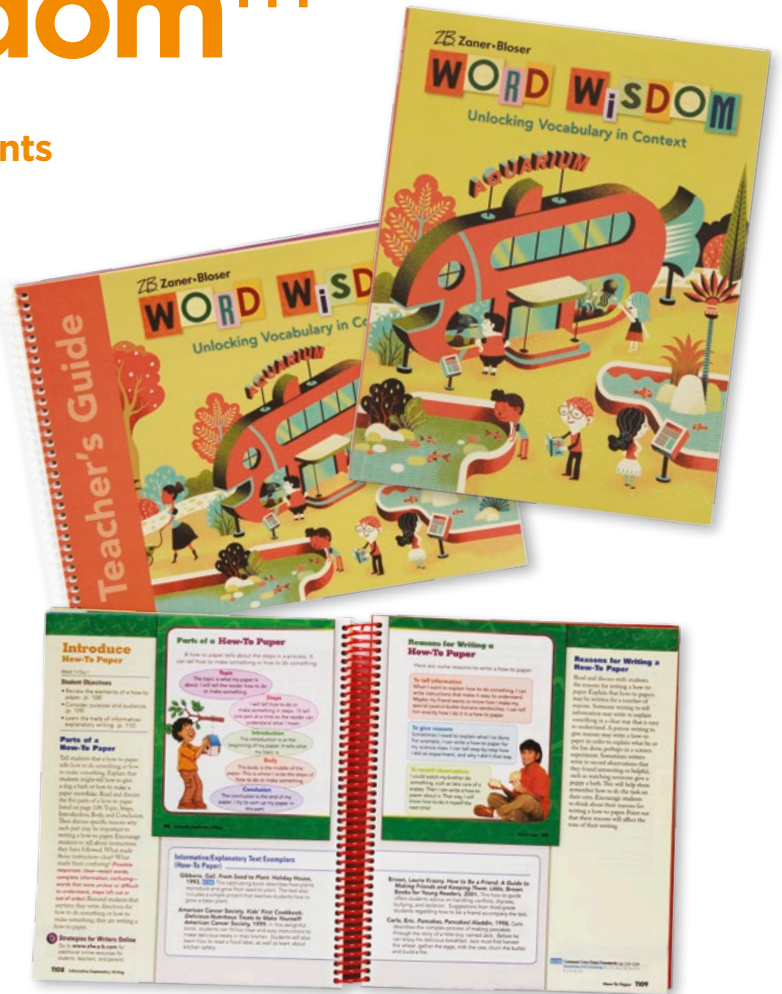
Word Wisdom™

A complete program to teach students new vocabulary and improve comprehension. Available for grades 3-8.

Word Wisdom™ helps students to take ownership of their English vocabulary and learn more than 300 words each year. The series enables learners to unlock the meaning of new words in context, process new words through activities that reinforce meaning, and use this vocabulary through activities that access higher thinking skills.

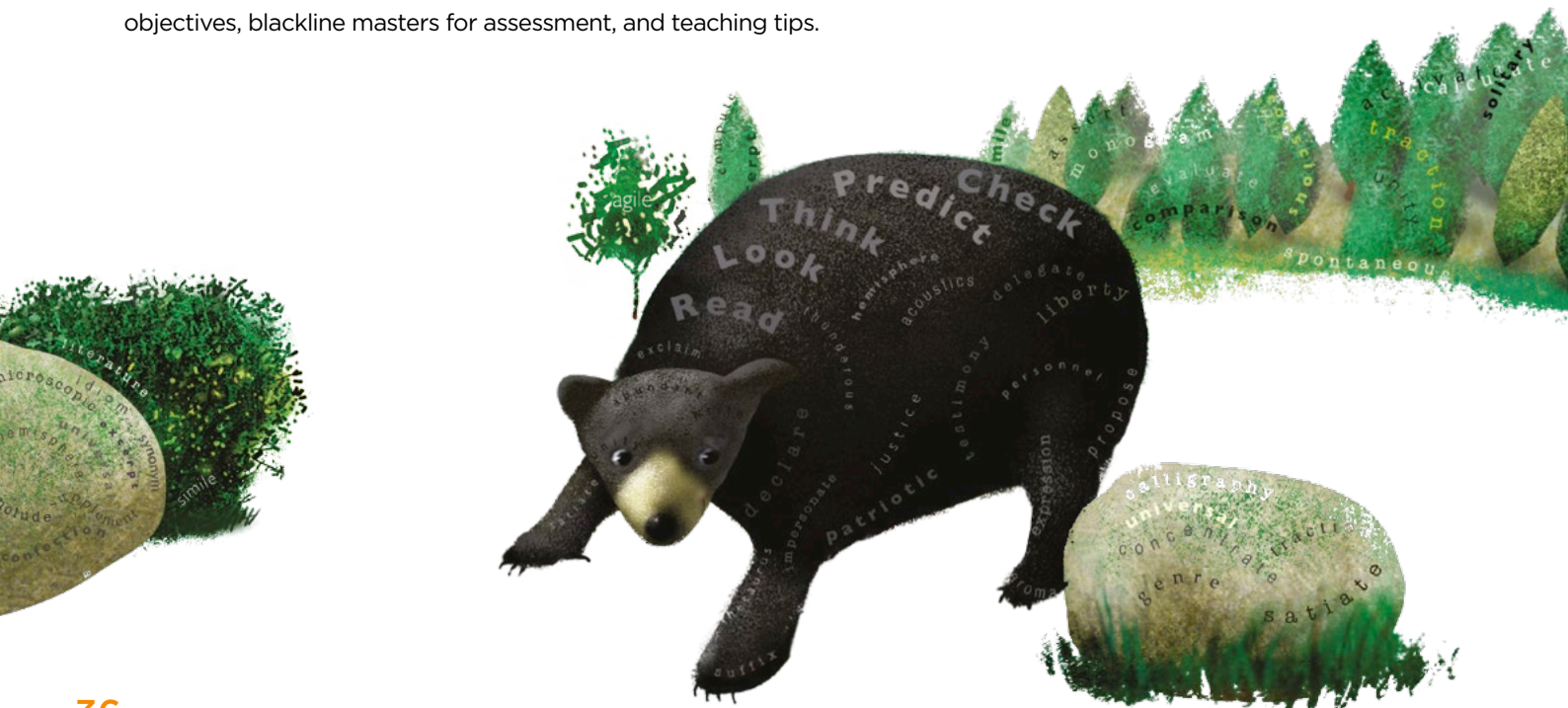
The course is highly structured and is organized into:

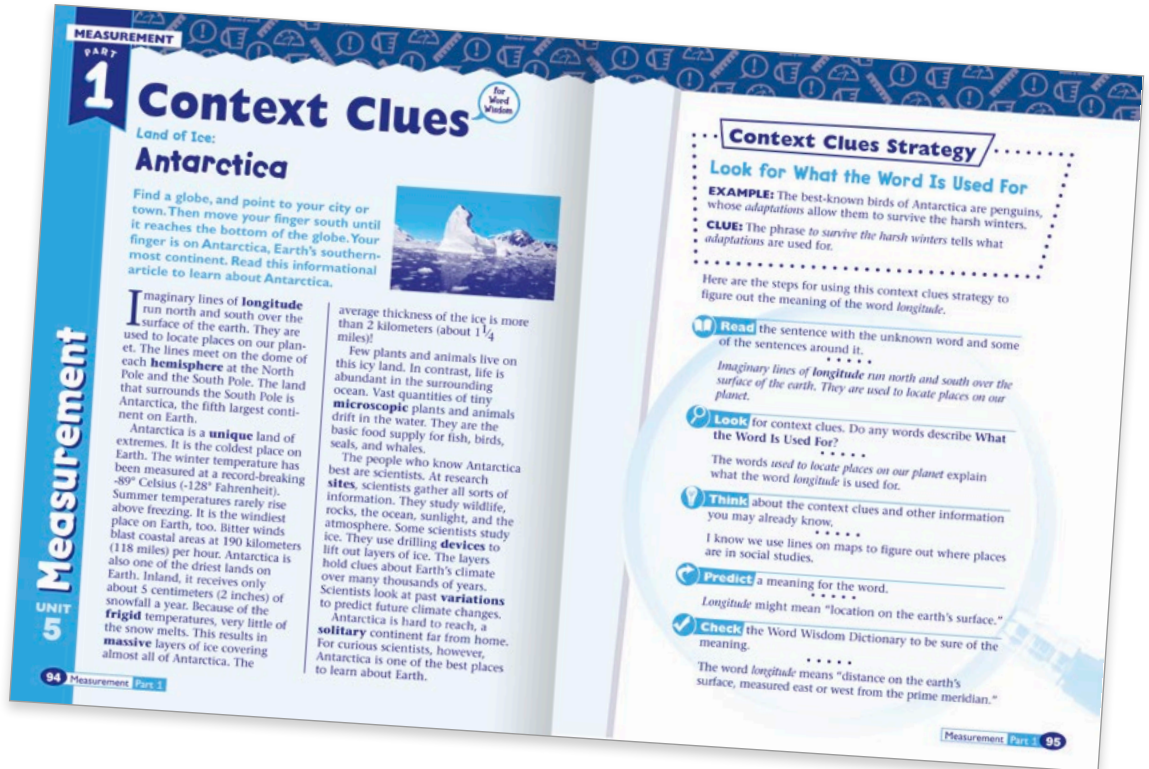
- ✓ 30-word units at each level
- ✓ Units divided into three steps: Unlock, Process, and Apply
- ✓ Final sections in each unit which focus on review and assessment



Word Wisdom™ Components

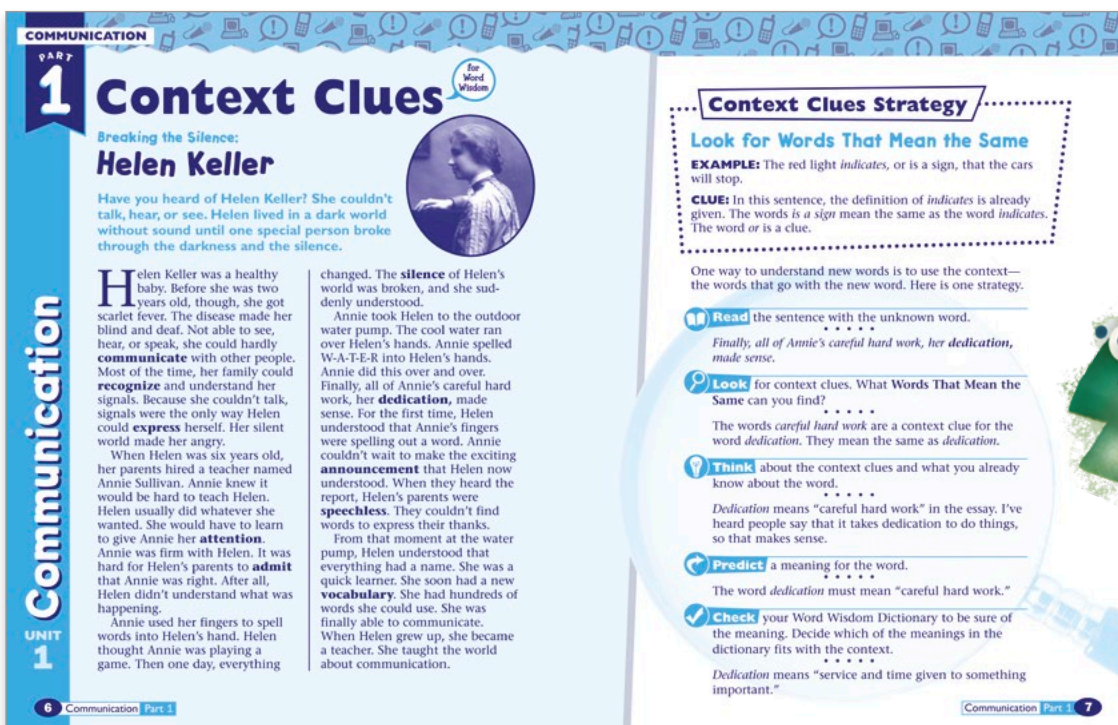
- **Student Editions:** Provide lessons for an entire year to help students unlock, process, and apply over 300 new items of vocabulary.
- **Teacher Editions:** Include weekly and daily instructional planners, student learning objectives, blackline masters for assessment, and teaching tips.





With Word Wisdom™ students will:

- ✓ Discover the meaning of unknown and multiple-meaning words and phrases, use context clues, analyze meaningful word parts, and consult reference materials
- ✓ Demonstrate understanding of word relationships and nuances in word meanings
- ✓ Acquire and use general academic and domain-specific words and phrases for listening, speaking, reading, and writing



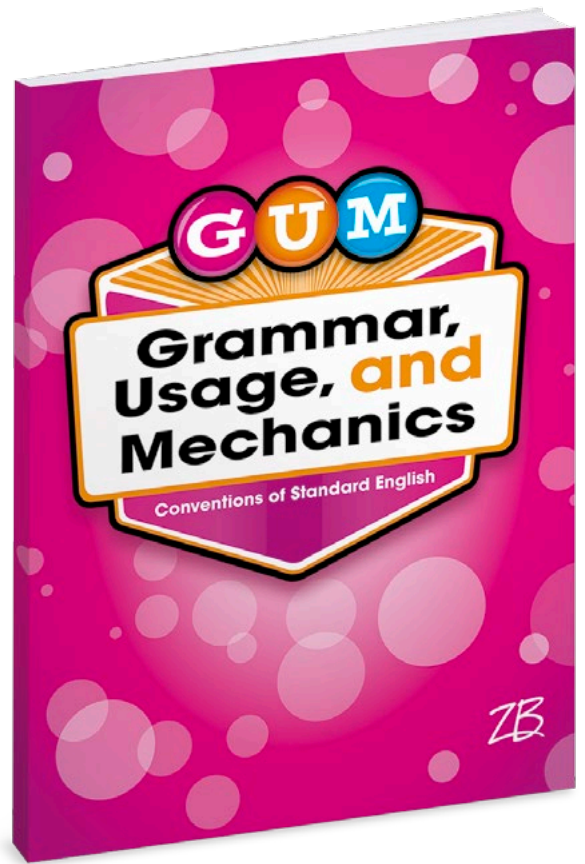
Grammar, Usage, and Mechanics

Teaches students critical skills for successful writing. Available for grades 2-8.

The program offers a flexible format and many ways to engage students in learning basic building blocks of the English language. Each level contains five units with ten two-page lessons per unit.

The course provides a foundation for writing skills development:

- ✓ Units focus on sentence structure, parts of speech, usage, grammar, and mechanics
- ✓ Lessons provide examples, information, practice, application, and reinforcement of each skill
- ✓ Instruction takes around 15 minutes per day



Grammar, Usage, and Mechanics Components

- **Student Editions:** Include review and extra practice pages, proofreading activities, tests in standardized test formats, and a convenient Grammar, Usage, and Mechanics Handbook.
- **Teacher Editions:** Provide detailed instruction, assessment plans, speaking activities, and strategies to help learners develop their English.



Lesson 1

Name _____

Apply

Write a phrase from the word bank to complete each sentence. Don't forget to begin each sentence with an uppercase letter.

scientists many homes the Anasazi people
had many rooms climbed ladders to their homes

11. _____ lived in the cliffs.
12. Their homes _____
13. The Anasazi _____
14. _____ have found many clues about the Anasazi
15. _____ are built into the cliffs at Mesa Verde Nat

Reinforce

Find out what some scientists think about the Anasazi. Unscramble the sentences to answer the questions.

16. Why did the Anasazi build their homes in the sides of cliffs?
them. could enemies Their not attack

 17. Why did the Anasazi leave their cliff homes? Write two reasons.
The drier. much became climate

- for grow They not food could

8

Read and Analyze

Simple Sentences

Unit 1: Lesson 1

The Anasazi, a Native American group. _____
They made homes in the sides of cliffs. _____

Write X next to the group of words that makes sense and tells a complete thought.

A **simple sentence** is a group of words that tells one complete thought. One part of a sentence tells whom or what the sentence is about. The other part tells what happened. A sentence begins with an uppercase letter and ends with an end mark.

See Handbook Sections 1, 6, and 9

Practice

Write S next to each complete sentence.

1. The Anasazi lived in the New Mexico area. _____
2. Nine hundred years ago. _____
3. Large homes high on the sides of cliffs. _____
4. One house had 225 rooms. _____
5. Climbed ladders up to their homes. _____
6. Crops cannot grow on cliffs. _____
7. The Anasazi grew corn on the mesa above or in the valley below. _____
8. About 700 years ago all the Anasazi left their cliff homes. _____
9. Clues to the Anasazi's way of life. _____
10. Scientists have many questions about these cliff dwellers. _____



The Anasazi cliff houses were like apartment buildings built into the rocks.

7

Grammar, Usage, and Mechanics is flexible, and the uncomplicated five-part lesson structure makes it easy to integrate into a variety of classroom settings with self-guided instruction and practice.

Use the course to:

- Supplement a traditional basal reading program with intensive grammar instruction and practice.
- Incorporate systematic grammar, usage, and mechanics into a Writing Workshop approach.
- Provide targeted support to struggling learners in language centers.
- Give students extra practice to prepare for high-stakes assessments.



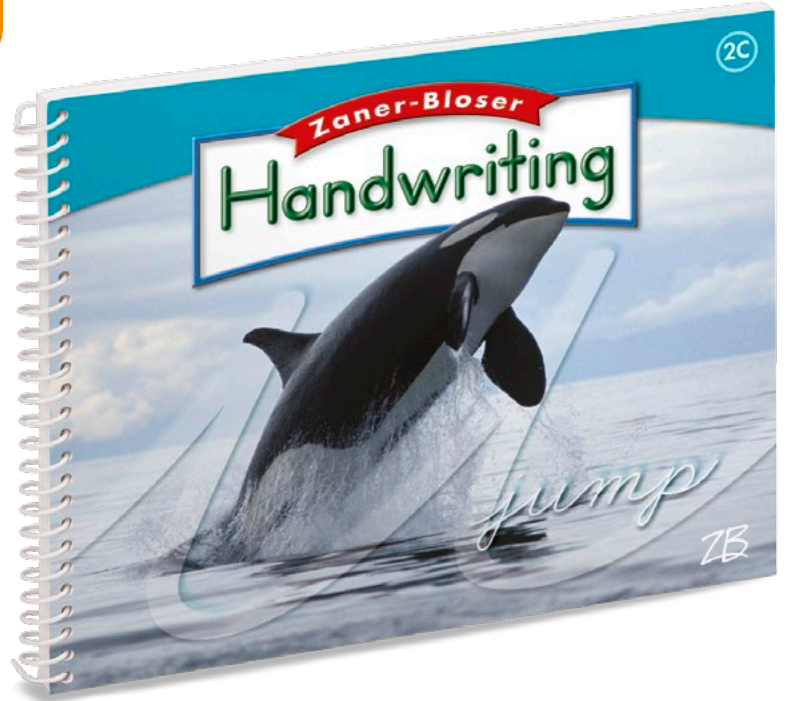
Zaner-Bloser Handwriting™

Focus on the foundational literacy skill that is proven to accelerate learning. Available for grades K-8.

Handwriting makes it easy to deliver high-quality English handwriting instruction for primary and intermediate elementary learners. The program revolves around research that shows how handwriting instruction and handwriting skills improve students' overall literacy development and can lead to higher academic achievement.

The course helps teachers and students to focus on:

- ✓ Letter formation
- ✓ Handwriting speed and output
- ✓ Writing fluency

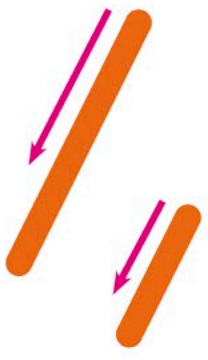



Zaner-Bloser Handwriting™ Components


- **Student Editions:** Include perforated sheets that can be sent home for practice with clear instructions for parent support.
- **Teacher Editions:** Include lessons divided into a 3-step plan—Model, Practice, Evaluate—with clear instructions and ideas to increase learning, particularly for English-language learners.



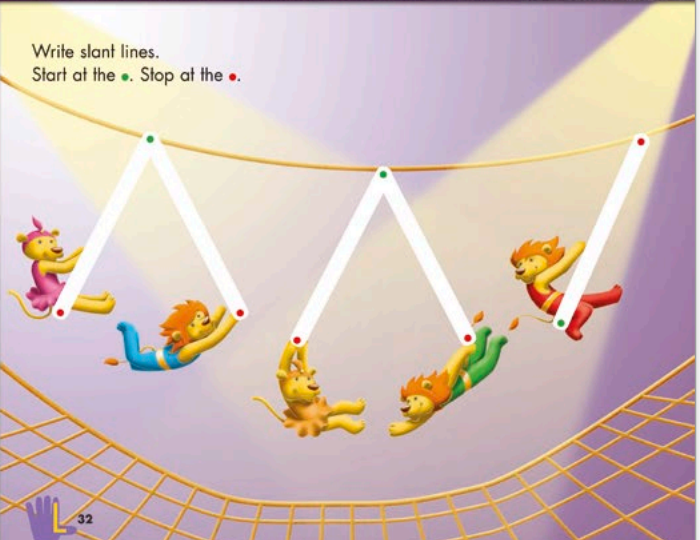
Basic Strokes
Slant Lines
 You use slant lines when you write.
 Place your slant strokes below.
 Trace them with your finger.

Find slant lines in the picture above.
 Draw this picture or one of your own.



Write slant lines.
 Start at the ●. Stop at the ●.




31 32

- ✓ *Zaner-Bloser Handwriting™* uses academic language and modeling to teach handwriting, a foundational literacy skill
- ✓ Delivered in a consistent, ongoing manner, handwriting instruction is proven to impact brain development and is a critical component of overall literacy development
- ✓ The program integrates with any language arts curriculum to fully support reading and writing instruction

Your Book

Arrows show how to write letters.




Start at the green dot.


The colored lines will help you write.

- Headline
- Midline
- Baseline



Handwriting Tutor




Stop and circle the best letter you wrote.



Basic Strokes
Vertical Lines
 You use vertical lines when you write.
 Place your vertical strokes below.
 Trace them with your finger.

Find vertical lines in the picture above.
 Draw this picture or one of your own.



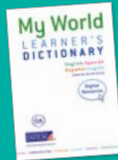
14 15



Reference

Language advice for students and additional online resources to complement classroom activity.

UDP Reference materials mean students can take control of their learning and develop new research skills—ideal supplementary material for primary, secondary, and high school.



My World Learner's Dictionary

My World Learner's Dictionary helps primary and secondary students check essential vocabulary in key content areas.

PAGE
52

My World Learner's Dictionary

My World Learner's Dictionary helps primary and secondary students check essential vocabulary in key content areas.

All definitions are supported with examples to help learners understand meaning and word usage. Additional information and a full Grammar Summary help learners to avoid common errors and misunderstandings. A Conversation Guide provides real-life examples of how words are used and includes advice on developing communication skills.

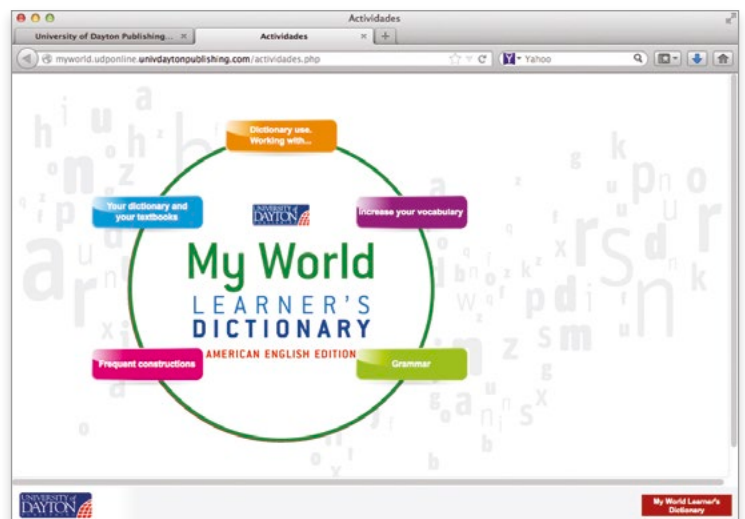
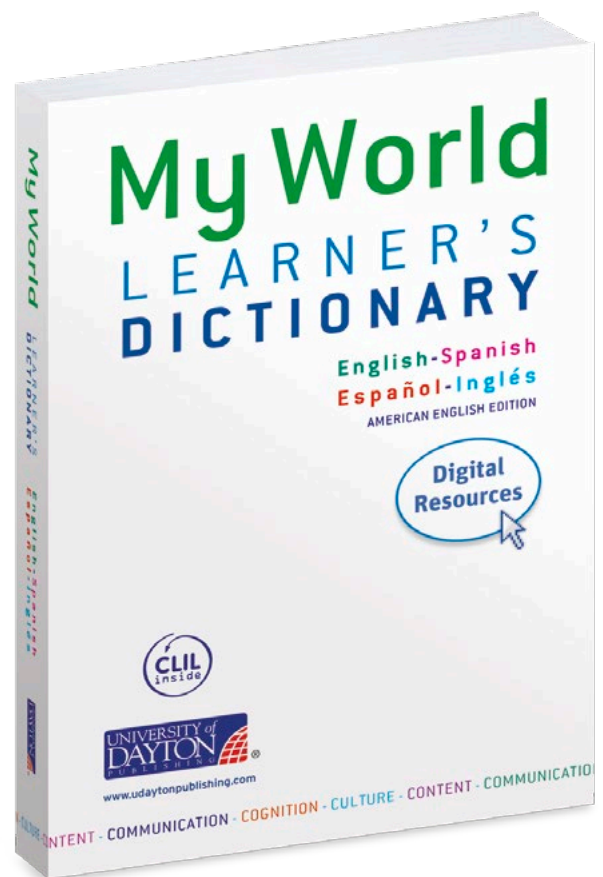
My World Learner's Dictionary takes learners straight to the words and definitions they need, with:

- ✓ Key vocabulary for different content areas
- ✓ 60 pages of illustrations that contextualize CLIL-related vocabulary
- ✓ The most frequent or useful words clearly indicated
- ✓ Words defined in clear, simple English with Spanish translations for all main meanings

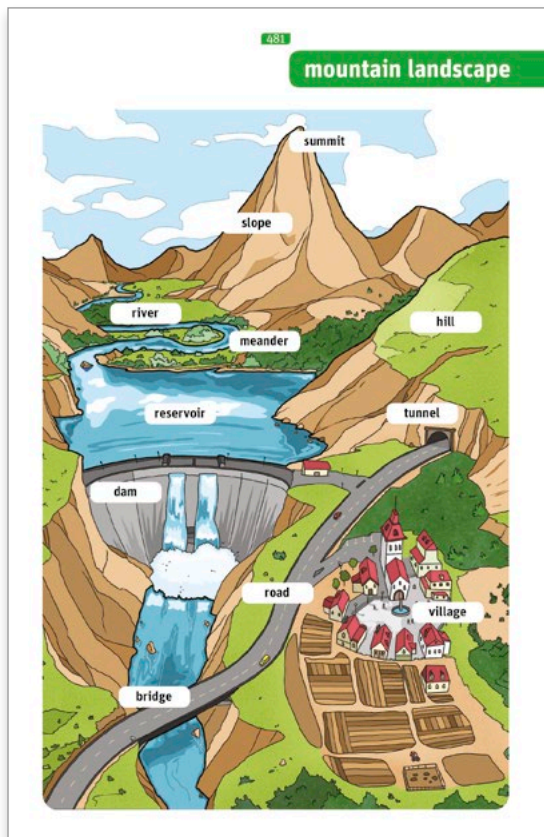
My World Learner's Dictionary Online

Students using *My World Learner's Dictionary* can also find additional resources online, including all the lexical entries, examples of American and British English pronunciation, and extra activities that reinforce their English language learning.

- ✓ Includes more than **400 interactive activities**, as well as charts for project work and practice



Thematic vocabulary illustrated in context.



Notes to resolve doubts.

Translations of words into Spanish.

bonus /'boʊ-nəs/ [countable] Extra money: *We're getting a bonus at Christmas* ⇒ prima; extra ■ The plural is "bonuses".

bony /'boʊ-ni/ [adjective] Extremely thin: *My grandfather has long bony fingers* ⇒ huesudo, da

boo /bu:/ [verb] To make a sound because you don't like something: *The spectators booed the basketball players after they lost by twenty points* ⇒ abuchear

boob tube [noun] See television. ⇒ televisión ■ This word is informal.

book /bʊk/ [countable] A set of pages fastened together for reading: *What's your favorite book?* ⇒ libro
 ☞ See picture at classroom

BOOK

pages
 tunnel
 cover
 paperback
 hardback
 notebook

Parts of speech.

Examples of words in context.

715

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Grammar Reference for language learners.





Improving English Developing People

For teachers and students

University Credentials

UDP is closely affiliated with the University of Dayton, one of the most respected universities in the USA.

Founded in 1850, the University prepares students and teachers for both life and work, promoting the values of strong communities and leadership through service to others. Close links to the University of Dayton mean that robust educational and social values can be seen in all our products and services.

Following their example and academic principles, UDP produces materials that both improve the teaching of English and aid the development of personal attributes that will help learners in the future.

In collaboration with the University, UDP offers face-to-face and online teacher training, the on-campus Summer Educational Exchange @ Dayton (SEED) for Teachers, and our fully online Teacher Education Programme.

For more information visit: udayton.edu



Developing English Improving Lives

UDEL - University of Dayton English Language Institute

The UDEL Institute is your gateway to a wide range of teacher development and student language programs at the University of Dayton.

Its mission is to support English language teaching and learning initiatives in the Americas and around the world.

Key initiatives include the UDEL TEFL Certificate and SEED, the Summer Educational Exchange at Dayton for both teachers and students.

If you are looking for more intensive study, UDEL also offers a graduate certificate in TESOL for developing teachers, and the B.E.S.T. Summer Program for students looking for a focus on global Business, Engineering, and Science and Technology.

The University of Dayton and UDP are connected in their joint commitment to furthering education in the global context and supporting the development of educational values internationally.

For more information visit: go.udayton.edu/udel

Contact: udel@udayton.edu





English Language Institute

Student Education Programs

SEED: Students

Summer Educational Exchange at Dayton for Students

The Summer Educational Exchange Program for Students at the University of Dayton introduces English language learners to US American culture and develops English oral and written communication skills.

A three-week Intensive English program every July offers:

- Class time and coursework
- Cooperative learning project
- Hands-on activities
- An authentic US university experience

For more information visit: go.udayton.edu/seed

B.E.S.T. Summer Program

Entrepreneurship 101

Designed for high school and college students, this summer program offers a blend of academic and hands-on learning centred on entrepreneurship, including the ideation process, the Lean Canvas Model and elevator pitches, all while experiencing life as a UD student and exploring the local Dayton community.

As part of this program, students receive three hours of college credit, which may be transferred to any college or university. They also gain a global perspective and can interact with students from around the world.

Students must be able to demonstrate some level of English proficiency through a test of English Language Proficiency (IELTS, TOEFL, etc.) or based on their high school or university English grades.

For more information visit: www.udayton.edu/apply/undergraduate/hsprograms/entrepreneurship-101.php

Teacher Training

TEFL

Teaching English as a Foreign Language (Certificate Program)

The UDEL TEFL Certificate program is an immersive training program, enabling ELT professionals in Latin America gain certification in the instruction of English as a foreign language.

The 160-hour program combines a blended format with a series of in-person and online course modules and observations. Study builds on teachers' classroom experience and education through reflective practice within a community of learners to develop teaching excellence.

With multiple entry points, flexibility of access, and faculty support from one of the top-tier research universities in the US, the UDEL TEFL Certificate is the next step for teachers to further their professional goals.

Contact: udel@udayton.edu

TESOL

Teaching English to Speakers of Other Languages (Graduate Certificate Program)

Teachers with Bachelor's degrees can also gain a graduate certificate in TESOL through UD. The focus of the program is on teaching English as an additional language in K-12 schools, language institutes, and adult education settings around the world.

SEED: Teachers

Summer Educational Exchange at Dayton for English Language Teachers

Prepares teachers to expand their competencies through hands-on training, skills development, and reflection. The two-week intensive program every July offers:

- Reading and Discussion Seminars
- Methodology Workshops
- Training of Trainer course

For more information visit go.udayton.edu/seed

Experiential E-Learning for Teachers



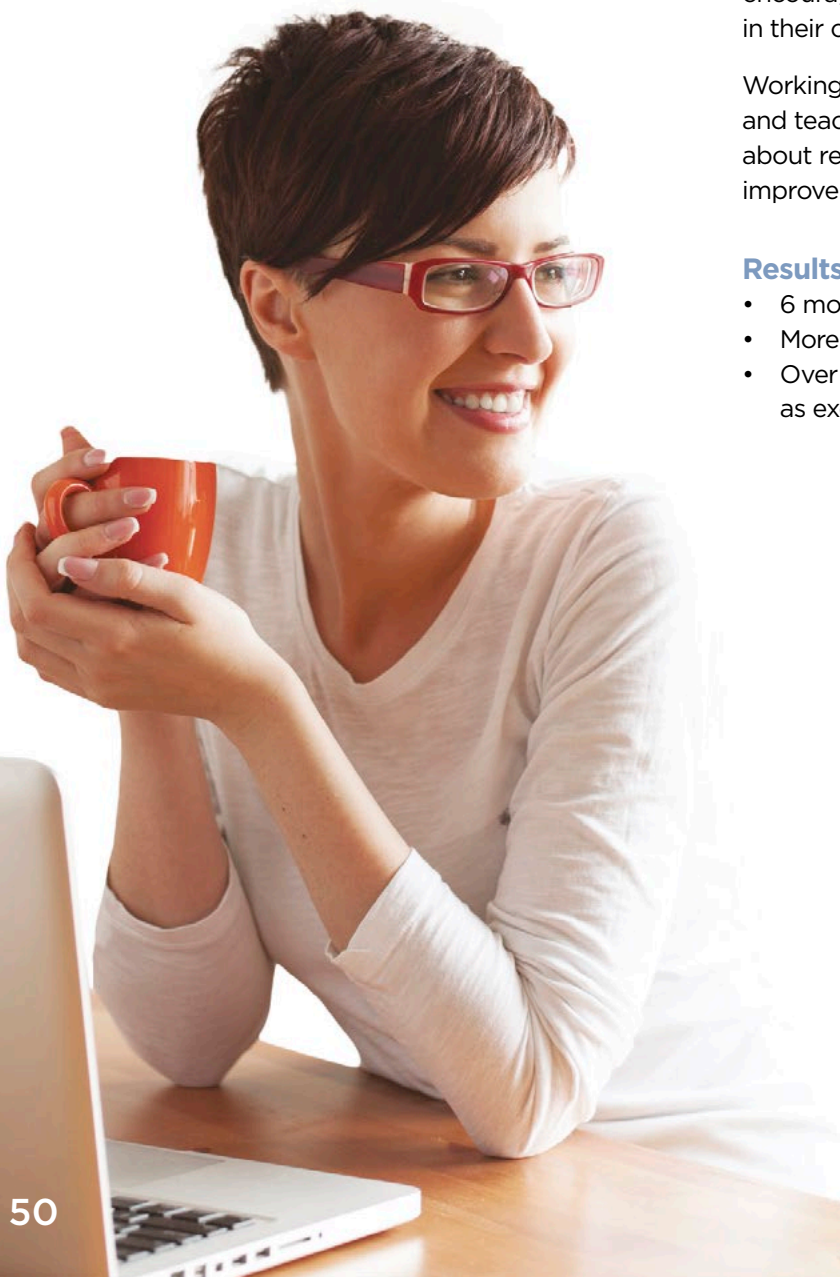
At UDP Professional Services, we strongly believe that learning is an individual process of construction which is enriched by reflection, interaction, and engagement in meaningful tasks.

Each module is led by a qualified e-tutor. The e-tivities provide theoretical input, promote reflection, and encourage course participants to try out new techniques in their classrooms.

Working together, teachers from a variety of countries and teaching contexts have the opportunity to learn about relevant ELT topics, to exchange ideas, and to improve their own teaching practices.

Results to date:

- 6 modules available
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