

USER'S GUIDE

Welcome to the online resources for *SRA Early Interventions in Reading 2012!* These optional materials 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.

	Topics
GETTING STARTED	Page 2
GROUP BUILDER	Page 8
RECORDS	Page 9
Lesson Mastery Sheets	Page 9
Group Summary Record	Page 10
BOARD DISPLAYS	Page 11
CARD ACTIVITIES	
Letter-Sound Cards	Page 14
Tricky Word Cards	Page 15
INTERACTIVE DISPLAYS	
Beat the Teacher Game	Page 16
What Word Now?	Page 17
Silent e Rule Word List/Long Vowel Word List	Page 18
Mystery Word Game	Page 19
Adding Endings /Word Building	Page 20
Story Grammar /Story Sequence/Main Events	Page 21
What I Know/ What I Learned Charts	Page 23
Content Webs	Page 24
TEACHING TUTOR	Page 25
BUILDING BACKGROUND VIDEOS	Page 29
SRA 2INFORM	Page 32

GETTING STARTED

When you enter *SRA Early Interventions in Reading* in ConnectED, you will see the Introduction Screen (Figure 1) on the Browse tab.



Figure 1

Click the Lesson Plans button to be directed to a screen on which you can choose the grade level you need (Figure 2).

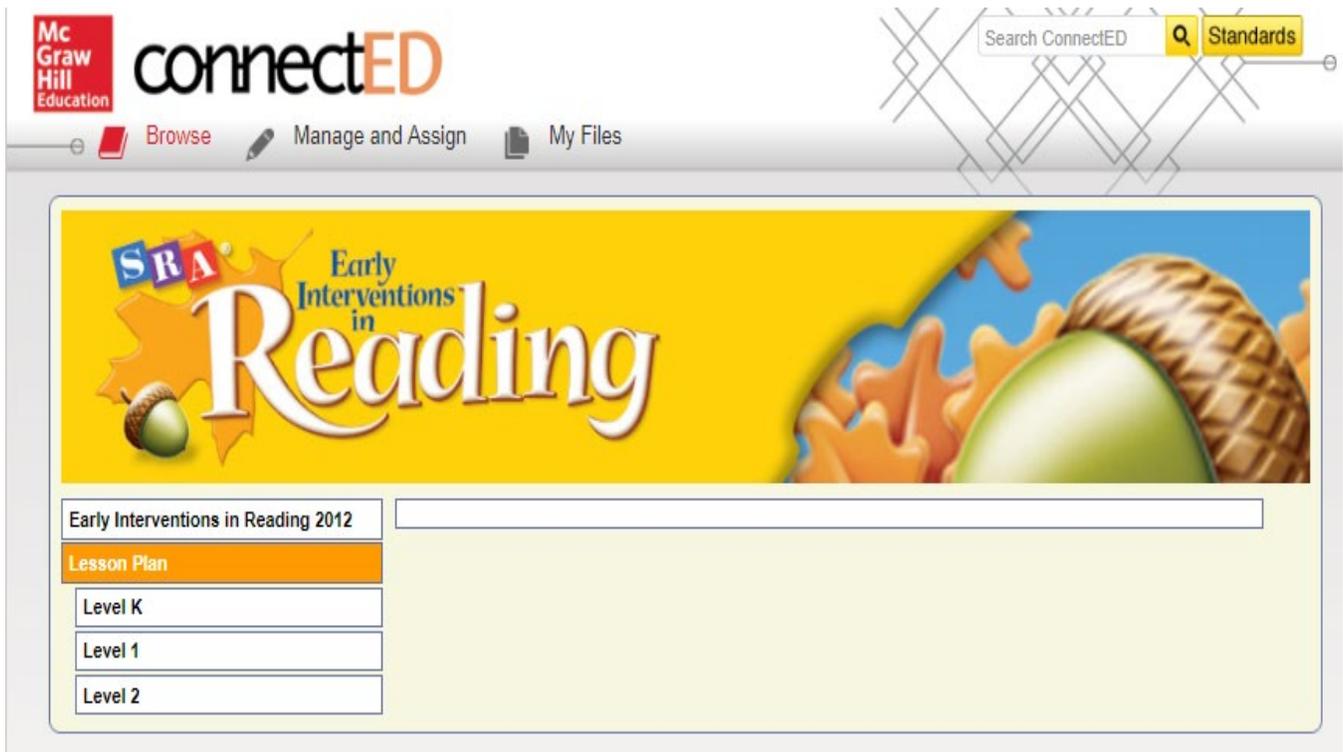


Figure 2

Select the appropriate grade level from the list below the Lesson Plan bar. (Figure 3) Click on the grade level button under the heading Lesson Materials to open the Table of Contents for that level.

The screenshot displays the ConnectED interface for the 'SRA Early Interventions in Reading 2012' course. At the top left is the McGraw Hill Education logo and the 'connectED' brand name. The navigation bar includes 'Browse', 'Manage and Assign', and 'My Files' buttons. A search bar and a 'Standards' button are located in the top right corner. The main content area features a large banner for 'SRA Early Interventions in Reading' with a yellow background and illustrations of gears and a green ball. Below the banner, there is a 'Lesson Plan' section with buttons for 'Level K', 'Level 1', and 'Level 2'. To the right, a 'Lesson Materials' section is expanded, showing a 'Teacher Material' card for 'SRA Early Interventions in Reading 1' with a star icon and a settings gear.

Figure 3

Alternatively, you can access the Board Displays, the Group Builder tool, and other digital content for a grade level by choosing the Resource Library button on the Introduction Screen. (Figure 4)



Figure 4

Select the appropriate resource from the list below the Resource Library bar. (Figure 5) Use this path to access the Teaching Tutor, the Level 2 Building Background Videos, a variety of materials in the Teacher Resources bucket, or the Online Board Materials. 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.

The screenshot shows the McGraw Hill Education ConnectED interface. At the top left is the McGraw Hill Education logo and the 'connectED' brand name. A search bar and a 'Standards' button are in the top right. Below the header is a navigation bar with 'Browse', 'Manage and Assign', and 'My Files' options. The main content area is titled 'SRA Early Interventions in Reading' and features a large banner image with gears and a green ball. On the left is a 'Resource Library' sidebar with a list of categories: 'Teaching Tutor', 'Teacher Resources', 'Online Board Materials', 'Building Background Videos', 'User's Guide', and 'Zinform'. The 'Online Board Materials' category is selected. The main content area contains a paragraph describing the board materials, a list of included resources, and a 'Lesson Materials' section with three interactive cards for levels K, 1, and 2. Each card has a star icon, a document icon, and a settings icon.

McGraw Hill Education connectED

Search ConnectED Standards

Browse Manage and Assign My Files

SRA Early Interventions in Reading

Early Interventions in Reading 2012

Resource Library

- Teaching Tutor
- Teacher Resources
- Online Board Materials**
- Building Background Videos
- User's Guide
- Zinform

SRA Early Interventions in Reading 2012 online board materials give teachers electronic tools to display letters, words, and sentences from each Teacher's Edition and to engage students in interactive activities with Tricky Word Cards, graphic organizers, charts, and more.

Board Materials include

- Interactive teacher tools based on each print Teacher's Edition, using
 - board displays, Letter-Sound Cards, Tricky Word Cards, and others depending on the level
 - interactive games, graphic organizers, and charts
 - interactive screens to practice adding word endings and changing syllables and sounds
- Group Builder that allows you to [More](#)

Lesson Materials

Teacher Material

SRA Early Interventions in... Reading **K**

Teacher Material

SRA Early Interventions in... Reading **1**

Teacher Material

SRA Early Interventions in... Reading **2**

Figure 5

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.

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 6)

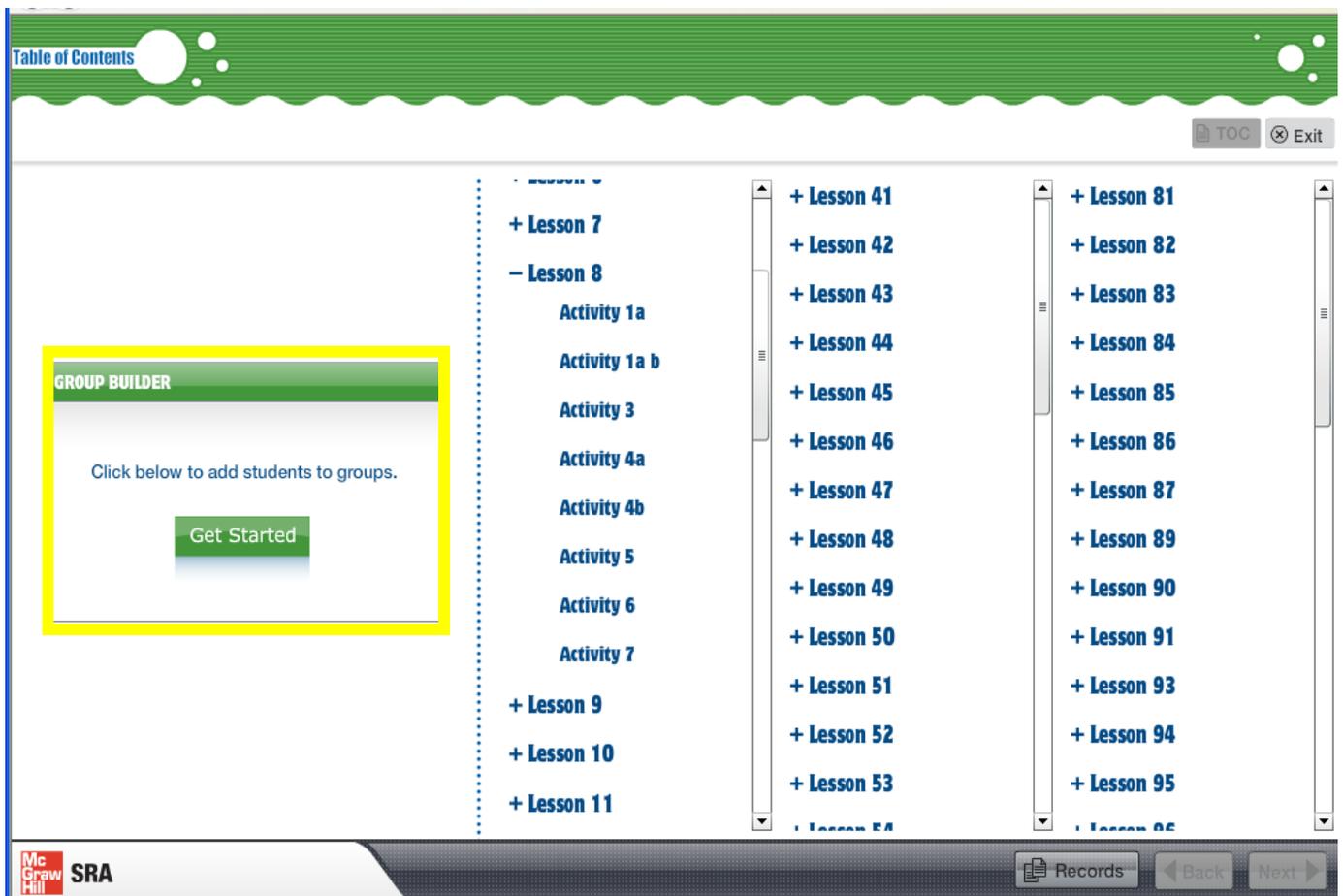


Figure 6

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. 7)

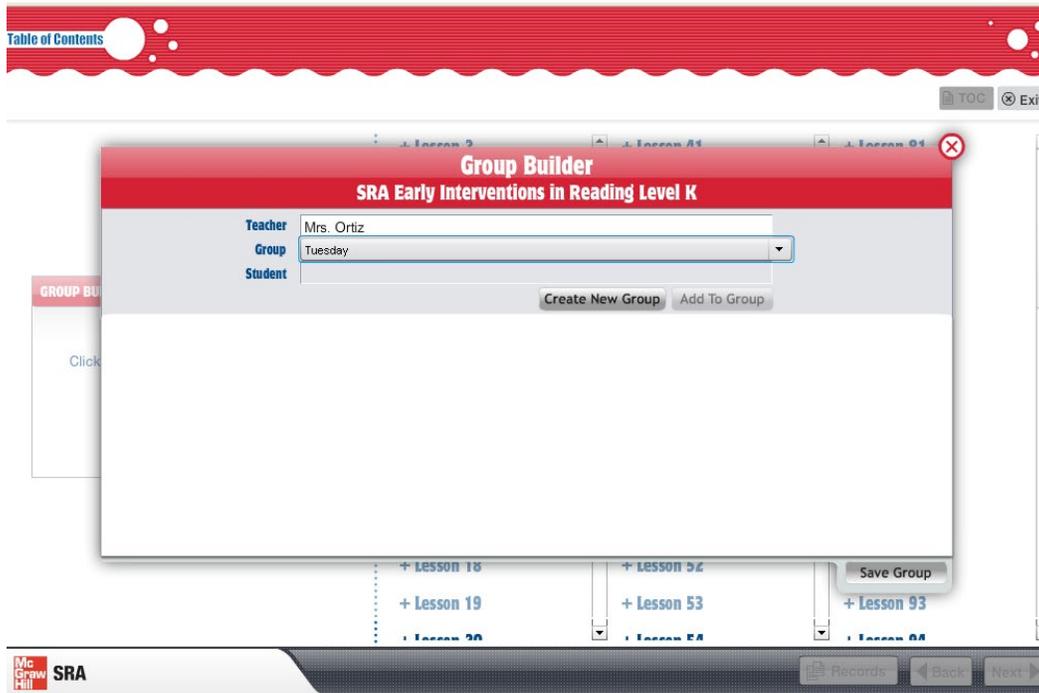


Figure 7

Then add students to the group. When a name is added, it is listed in the space below (Fig. 8). When you finish adding students' names, either close the pop-up or click Create New Group to start the process again.

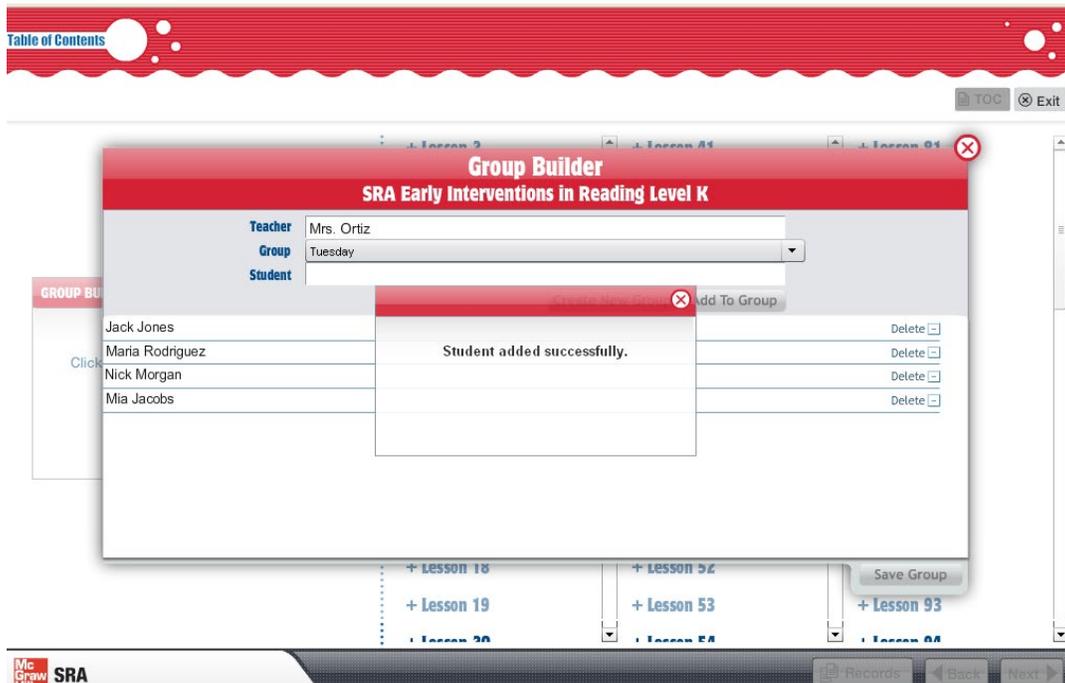


Figure 8

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. 9). 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. 10).

Lesson Mastery Sheet													
Teacher		Mrs. Ortiz					Group		Tuesday				
Students		Jack Jones							Maria Rodriguez				
		Nick Morgan							Mia Jacobs				
Activity	1	2	3	4	5	6	7	8	9	10	Mastery		
Lesson	1	✓	P								★ Well Done!		
	2										★ Select Any		
	3										★ Select Any		
	4										★ Select Any		
	5										★ Select Any		

Figure 9 (Level K)

Lesson Mastery Sheet													
Teacher		Mr. Jackson					Group		Stars				
89	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Well Done!		
90	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Outstanding!		
91	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Excellent!		
92	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	★ Terrific!		
93											★ Select Any		
94											★ Select Any		

Figure 10 (Level 1)

Group Summary Record

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. 11). (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. 12).

Group Summary Record Student Assessments

Teacher: Mrs. Ortiz
 Select Group: Tuesday

Assessment 1 Lessons 1-20

Name	Date	Picture Naming	First Sound	Say the Word	Letter Naming	Letter-Sounds	Sounding Out Words	Items Needing Additional Practice
Jack Jones	10/18/11	0	2	1	1	n/a	n/a	first sound
Maria Rodriguez	10/18/11	0	0	0	0	n/a	n/a	
Nick Morgan	10/18/11	1	2	2	1	n/a	n/a	first sound; say wor
Mia Jacobs	10/18/11	0	1	1	0	n/a	n/a	

Save

Figure 11

Group Summary Record Student Assessments

Teacher: Mr. Jackson
 Group: Stars

Assessment 1 Lessons 1-6

Name	Date	Letter-Sound	Word Structure	Connected Text	Fluency Passage (wcpm)	Items Requiring Additional Practice
Bonnie	9/16	3/3	2/2	yes	n/a/	
Andrew	9/16	3/3	1/2	no	n/a/	words in sentence
Jamal	9/16	3/3	2/2	yes	n/a/	
Hannah	9/16	3/3	1/2	no	n/a/	words in sentence

Save

Figure 12



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 13.

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.



Figure 13

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 14 shows a typical Board Display from Level K.

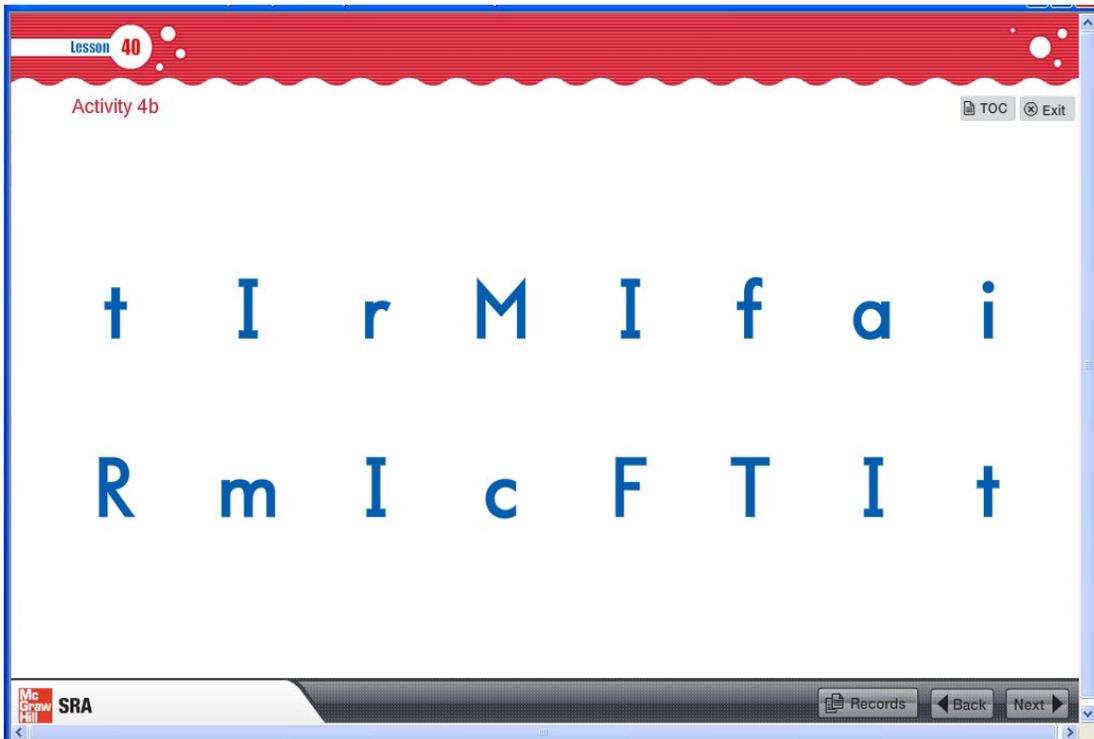


Figure 14

In Level 1, students begin reading simple sentences. Text and illustrations are included in the Board Displays, as demonstrated in Figure 15.

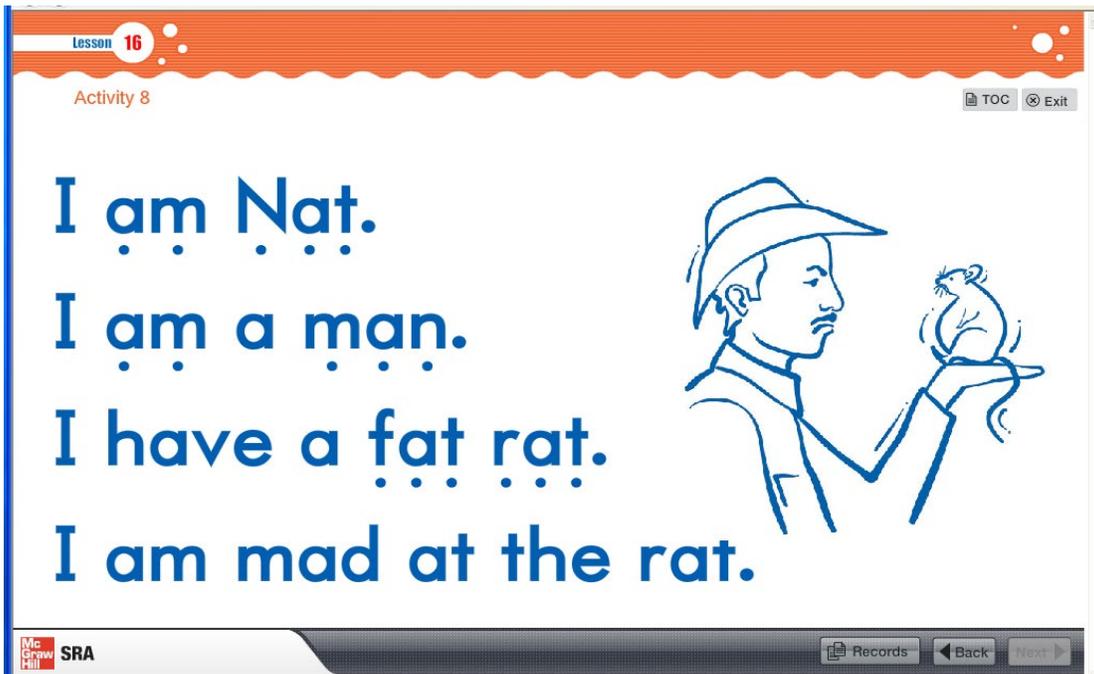


Figure 15

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 16.

The image shows a digital board display interface. At the top, there is a green header bar with the text "Lesson 5" and "Activity 3". To the right of the header are two buttons: "TOC" and "Exit". The main area of the board displays a grid of ten words in blue text, arranged in four rows and three columns. The words are: lots, cards, mail, from, over, save, after, father, mean, poem, gift, old. At the bottom of the board, there is a dark grey footer bar with the "Mc Graw Hill SRA" logo on the left and three buttons: "Records", "Back", and "Next" on the right.

lots	cards	mail
from	over	save
after	father	mean
poem	gift	old

Figure 16

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 17 illustrates a single-card display, and Figure 18 shows a multiple-card display.



Figure 17

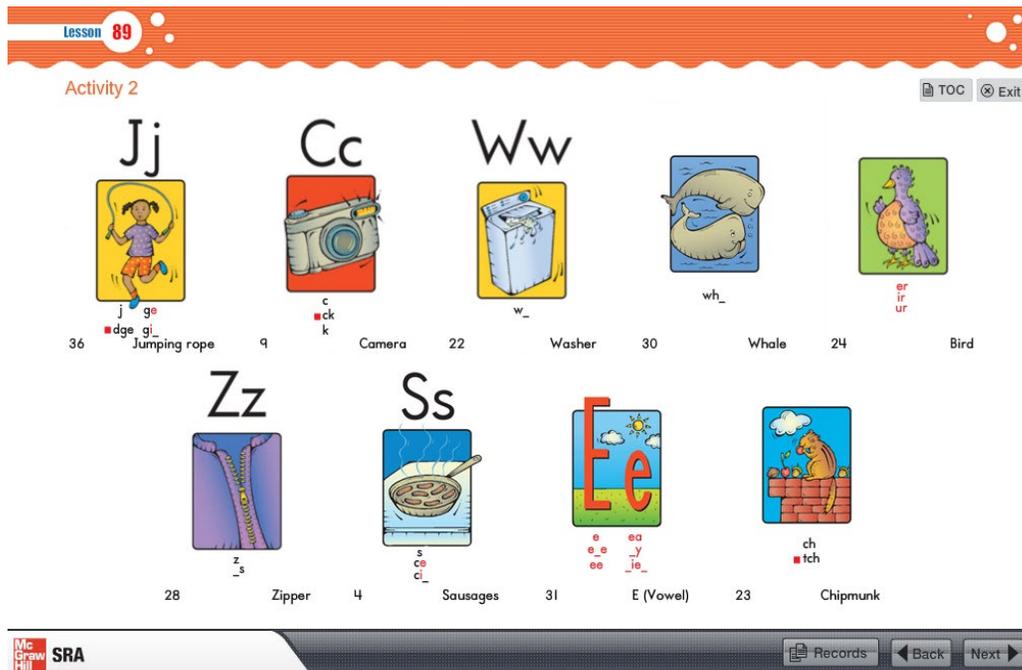


Figure 18

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 19

INTERACTIVE DISPLAYS

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.

Lesson 18

Activity 3

TOC Exit

Beat the Teacher

Teacher	Students
1	2

Next Card Reset

McGraw Hill SRA

Records Back Next

Figure 20

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 21, 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.

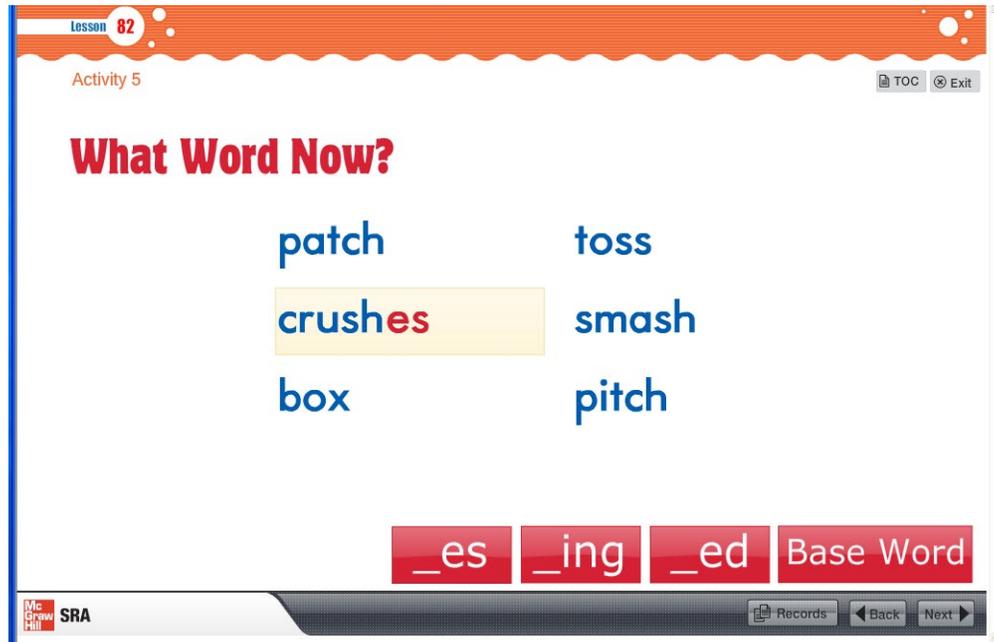


Figure 21

In the version shown in Figure 22, 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.

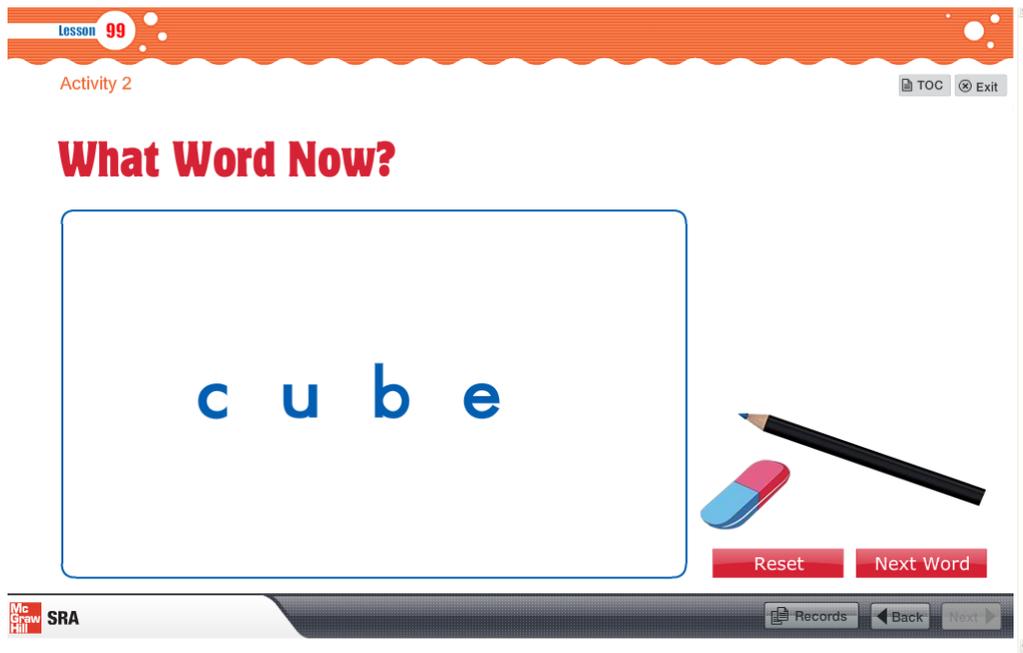


Figure 22

Other features use similar functionality to demonstrate other concepts. Figure 23 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 23

In the Long-vowel word list activity (Figure 24), 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 24

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.

Lesson 118

Activity 1

TOC Exit

Mystery Word Game

scientifically

perfectionistic

unmanageable

Syllables Base Word Reset

McGraw Hill SRA

Records Back Next

Figure 25

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 26, 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.

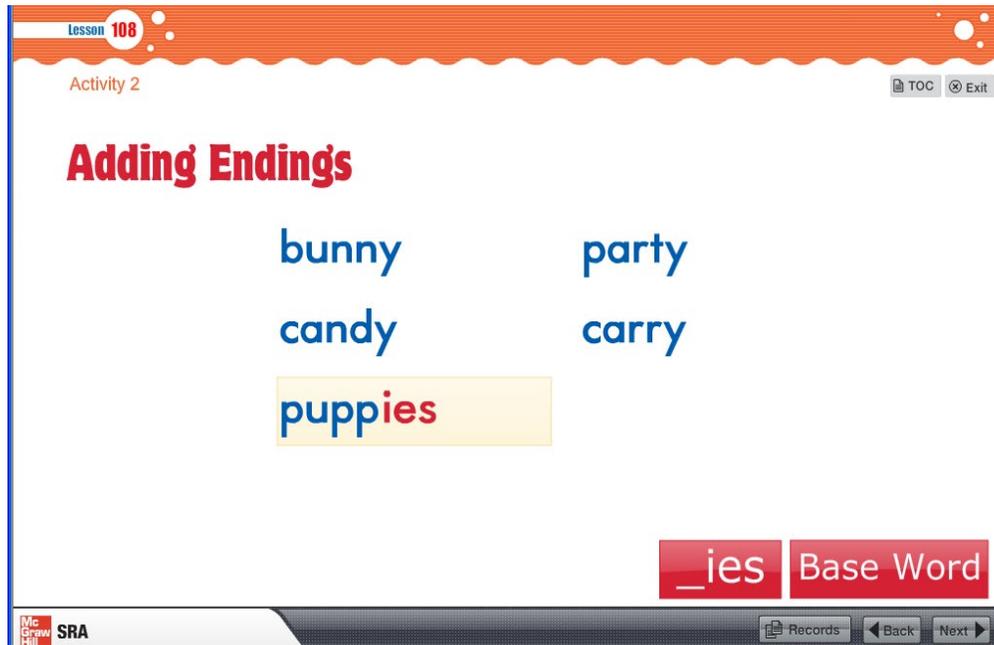


Figure 26 (Level 1)

Figure 27 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.

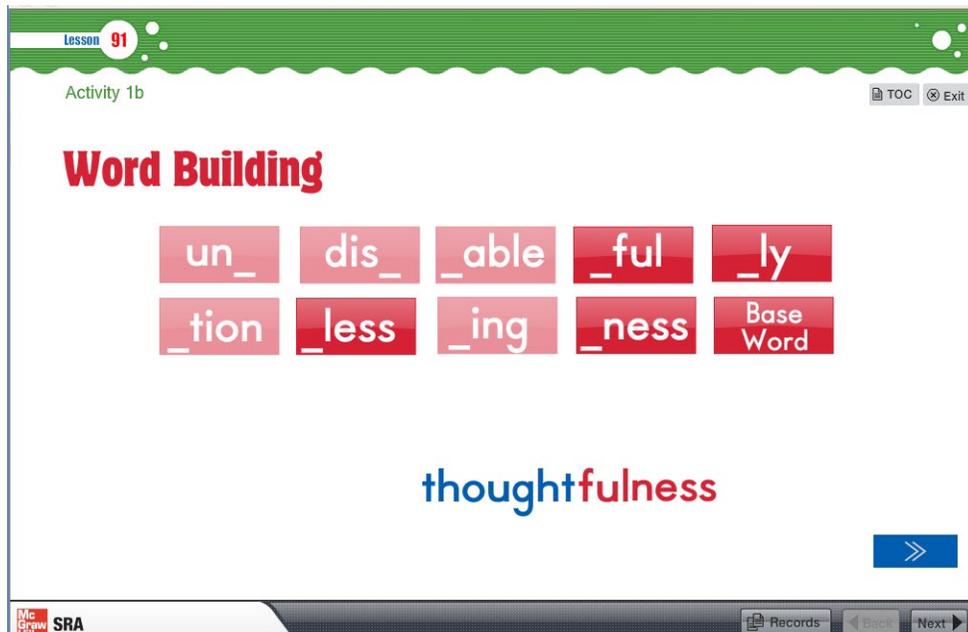


Figure 27 (Level 2)

Story Grammar/Story Sequence/Main Events

There are several similar variations of the Story Grammar/Story Sequence /Main Events feature. In Story Grammar (Figure 28), work with students to identify main character, setting, problem, events, and outcome. Enter Key text into the appropriate boxes.

Lesson 93

Activity 7

TOC Exit

Story Grammar

Reset Save

WHERE the kitchen

PROBLEM The mouse wants to make a better spice cake.

EVENTS

1. He adds spices.
2. He adds nuts.

OUTCOME

McGraw Hill SRA

Records Back Next

Figure 28

In Story Sequence (Figure 29), 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.

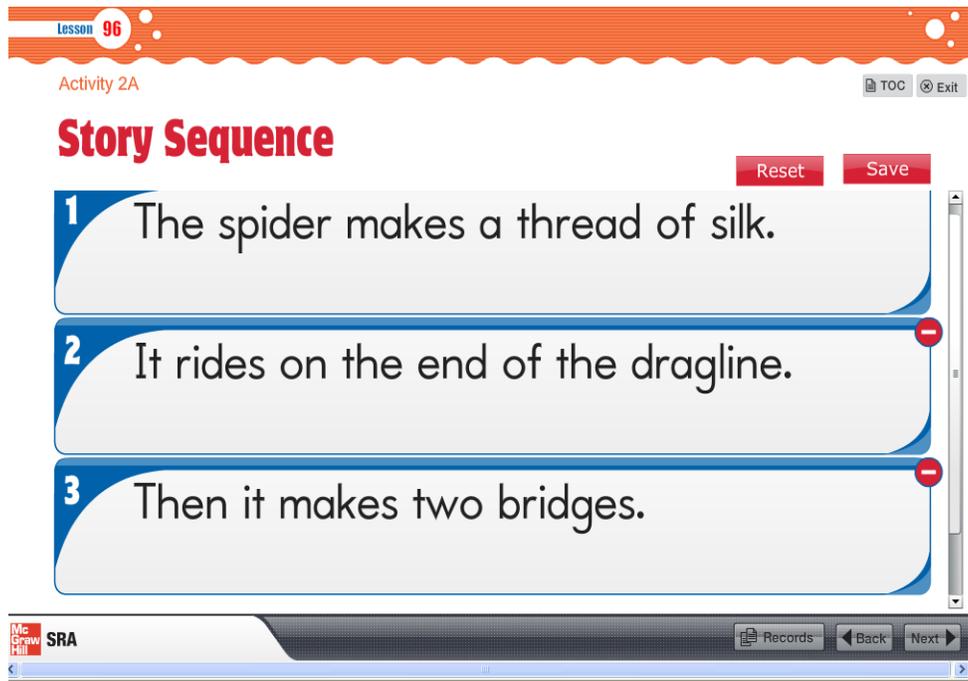


Figure 29

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.

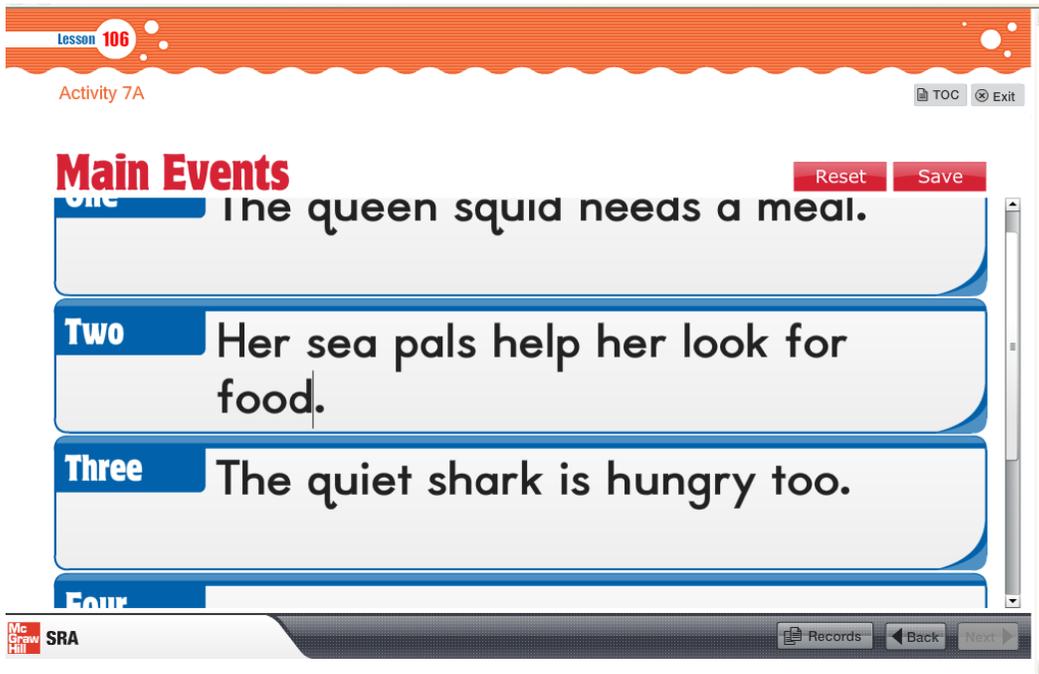


Figure 30

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 31) 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 32) Use the Reset button to clear all writing.

The screenshot shows a digital interface for Lesson 96, Activity 1A, C. The title is "What I Know/ What I Learned: Spiders". The interface is divided into two columns: "What I Know" and "What I Learned". The "What I Know" column contains the following text: "Kinds: black widow", "Eat: insects", "Live: woods", and "Body: eight legs". The "What I Learned" column is empty. At the bottom right of the chart area are "Reset" and "Save" buttons. The interface also includes a "Records" button, "Back" and "Next" navigation buttons, and a "Further Options" menu. The McGraw Hill SRA logo is visible in the bottom left corner.

Figure 31

The screenshot shows a digital interface for Lesson 107, Activity 6A. The title is "What I Know/ What I Learned: Sailing". The interface is divided into two columns: "What I Know" and "What I Learned". The "What I Know" column contains the following text: "You can sail on lakes or on the ocean.", "Sailboats are both small and large.", and "Sails are usually". The "What I Learned" column contains the following text: "Each sail has a name.", "Big sails are mains.", "Little sails are jibs.", and "It is dangerous to sail in the rain." At the bottom right of the chart area are "Reset" and "Save" buttons. The interface also includes a "Records" button, "Back" and "Next" navigation buttons, and a "Further Options" menu. The McGraw Hill SRA logo is visible in the bottom left corner.

Figure 32

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.

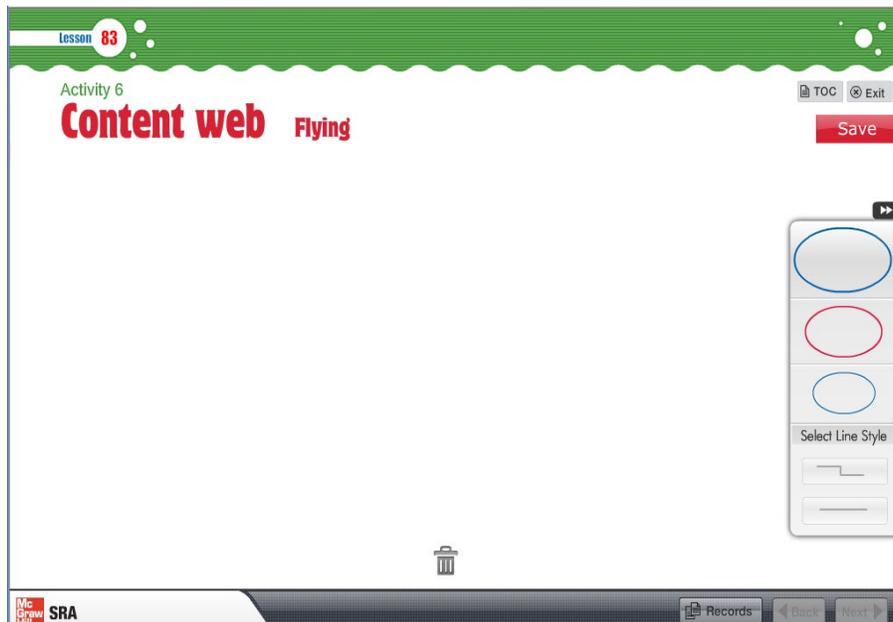


Figure 33

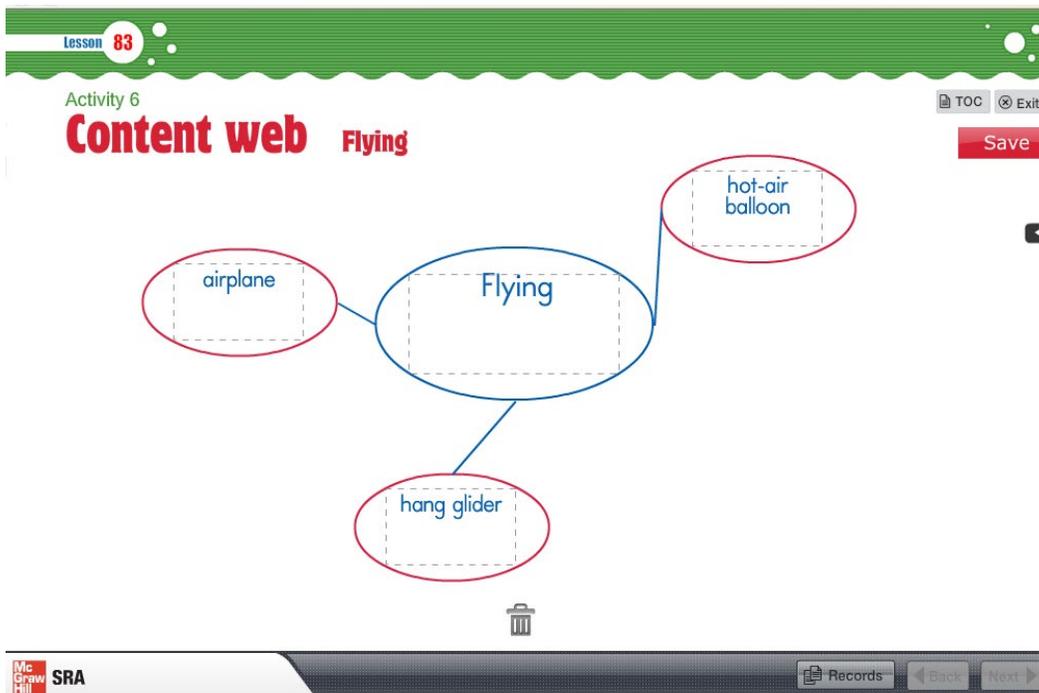
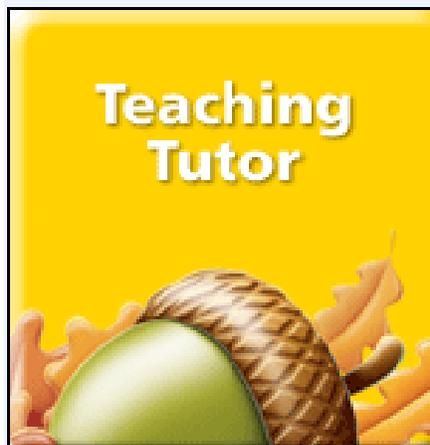


Figure 34



Teaching Tutor is a professional development video for teacher use. To access the Teaching Tutor, click the Resource Library button on the Introduction Screen. (Figure 35) Information is presented on a series of slides organized by topic. Filmed sequences 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.



Early Interventions in Reading 2012
Resource Library
Teaching Tutor
Teacher Resources
Online Board Materials
Building Background Videos
User's Guide
2inform

SRA EIR Teaching Tutors for professional development allow you to view and study best practices with real classroom instruction and to review routine formats for topics such as optimal pacing, classroom arrangement, characteristics of daily lessons, error correction, and achieving mastery.

SRA EIR Teaching Tutor, a professional development tool, allows you to view and study best practices with real classroom instruction and to review routine formats for topics such as optimal pacing, classroom arrangement, characteristics of daily lessons, error correction, and achieving mastery. Levels K, 1, and 2 are included in the video.

[More](#)

▼ Lesson Materials

Teacher Material

SRA EIR Teaching Tutor K...

Figure 35

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 36) Click to select.



Figure 36

Clicking a grade level opens the Table of Contents for that level. The Table of Contents for Level 1 is shown in Figure 37. 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.

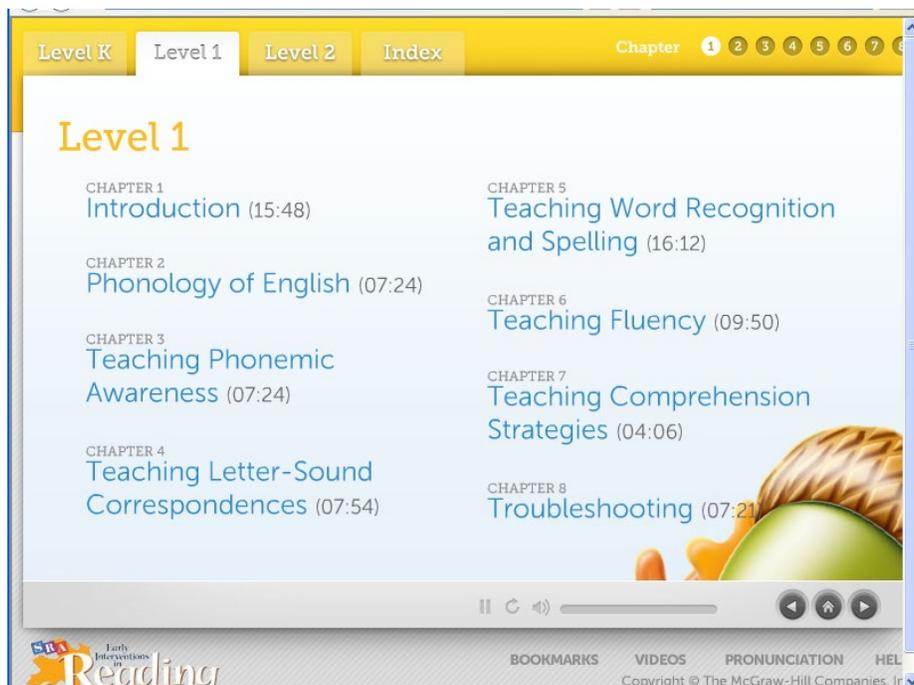


Figure 37

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.

The screenshot shows a software interface with a yellow top navigation bar containing buttons for 'Level K', 'Level 1', 'Level 2', and 'Index'. To the right of these buttons is a 'Chapter' section with a row of numbered buttons from 1 to 8, where button 3 is highlighted. A blue banner at the top right features a yellow star icon. The main content area has a light blue background and displays 'CHAPTER 3' in small text above a large '1' followed by the title 'Phonemic Awareness Strand'. Below the title is a bulleted list: 'Lays the foundation for Letter-Sound Correspondences and Word-Recognition activities' and 'Provides a tool for spelling'. To the right of the text is a video player showing a young girl in a classroom setting, holding up two fingers. Below the video player is a control bar with a progress indicator showing '11 - 13', a volume slider, and navigation buttons (back, home, forward). At the bottom of the screen is a footer with the 'Early Interventions in Reading' logo on the left and navigation links for 'BOOKMARKS', 'VIDEOS', 'PRONUNCIATION', and 'HELP' on the right. A copyright notice for 'The McGraw-Hill Companies, Inc.' is also present.

Figure 38

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 39.

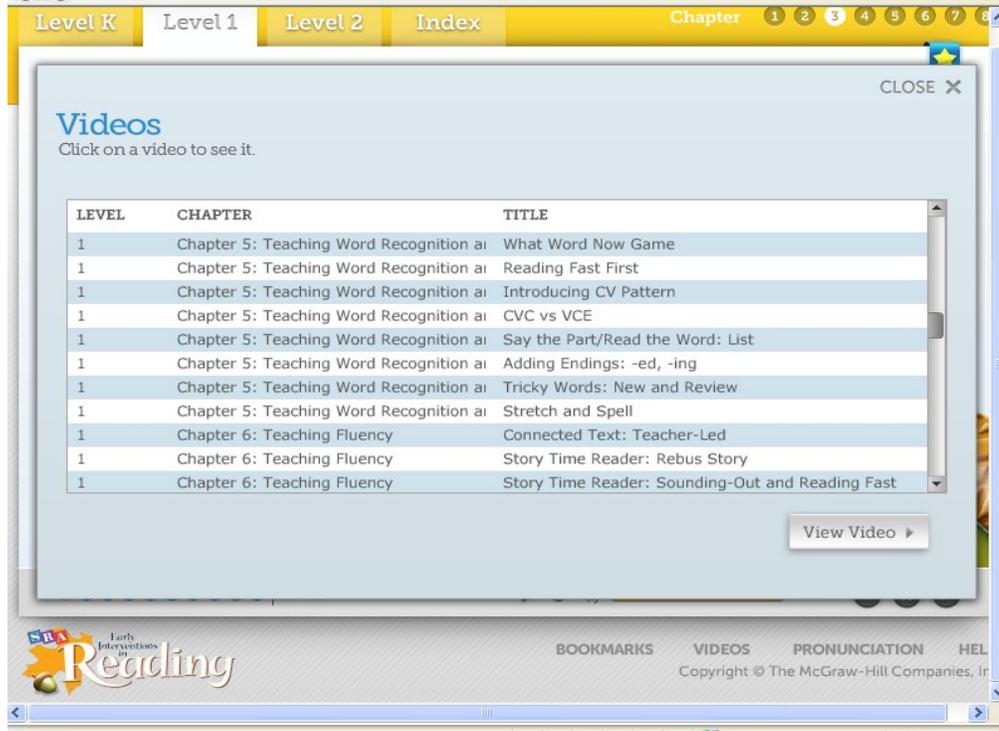


Figure 39

Also included is a helpful Sound Pronunciation Guide (Figure 40), 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.

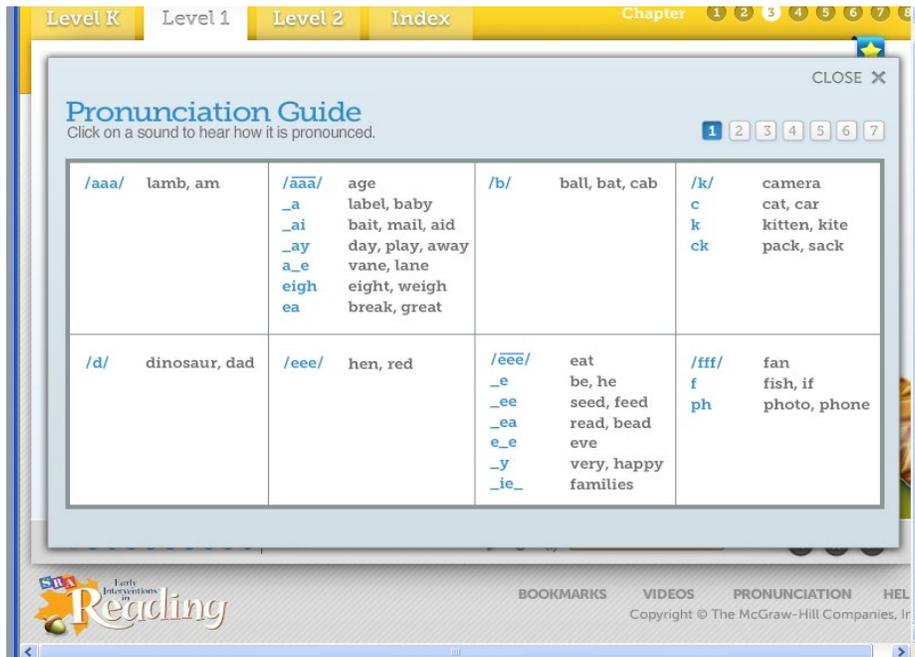


Figure 40



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, click the Resource Library button on the Introduction Screen. Select Building Background Videos from the list below the Resource Library bar. This will open a screen with thumbnails of the ten videos. (Figure 41.)

Early interventions in reading 2012

Resource Library

Teaching Tutor

Teacher Resources

Online Board Materials

Building Background Videos

User's Guide

Ten brief Building Background videos support the instruction in Level 2, beginning with Lesson 21. Each focuses on one of the five themes in students' literature and nonfiction.

Ten brief videos support the instruction in Level 2, beginning with Lesson 21, and focus on one of the five themes in students' literature and nonfiction. One video provides context for the Student Edition selections on the theme; the other uses the Chapter Books. Each video is four to six minutes long.

1 – Ecosystems
2 – Ecosystems and the Food Chain

[More](#)

Lesson Materials

STUDENT MATERIAL	STUDENT MATERIAL	STUDENT MATERIAL
<p>EIR Building Background ...</p> <p>Ecosystems</p>	<p>EIR Building Background ...</p> <p>Ecosystems and the Food Chain</p>	<p>EIR Building Background ...</p> <p>Weather</p>
<p>EIR Building Background ...</p> <p>Weather and People</p>	<p>EIR Building Background ...</p> <p>Culture and Communication</p>	<p>EIR Building Background ...</p> <p>Culture</p>

Figure 41

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 42.) Click on the thumbnail of the appropriate video to open the video file.

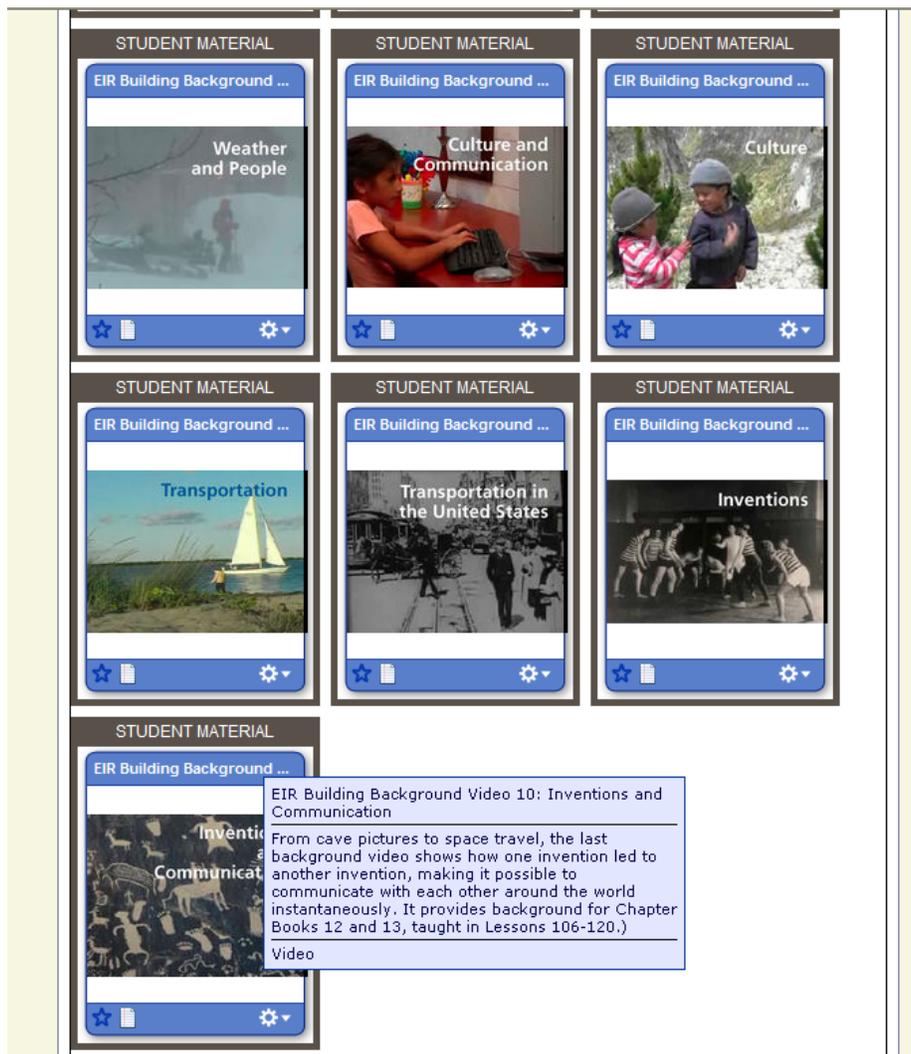


Figure 42

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

The **SRA 2Inform** application can be accessed through the introduction screen. Once you click on the application, you will be able to select the application, access **SRA 2Inform** Professional Learning Environment, the user's guide for teachers and administrators, and the import spreadsheet (Figure 43).

The screenshot displays the SRA 2Inform application interface within the ConnectED system. At the top left, the McGraw Hill Education logo and the 'connectED' brand name are visible. A search bar labeled 'Search ConnectED' and a 'Standards' button are located at the top right. Below the header, navigation options include 'Browse', 'Manage and Assign', and 'My Files'. The main content area features a large banner for 'SRA Early Interventions in Reading' with a yellow background and illustrations of gears and a green apple. On the left side, a sidebar titled 'Early Interventions in Reading 2012' contains three menu items: 'Lesson Plan', 'Resource Library', and '2Inform', with '2Inform' highlighted in orange. The central area is titled 'Lesson Materials' and contains five tiles, each labeled 'Teacher Material'. The tiles are: 1. 'SRA 2Inform' with a blue cover featuring the SRA 2Inform logo. 2. '2Inform Direct Instruction ...' with a blue cover featuring the SRA 2Inform logo and the text 'Professional Learning Environment'. 3. '2Inform Teacher User's G...' with a white cover featuring the SRA 2Inform logo and the text 'User's Guide for Teachers'. 4. '2Inform Admin User's Guide' with a white cover featuring the SRA 2Inform logo and the text 'Admin User's Guide for Administrators'. 5. 'Import Students Spreadh...' with a white cover featuring a spreadsheet icon. Each tile includes a star icon, a document icon, and a settings gear icon at the bottom.

Figure 43

SRA 2Inform will open in a separate window. From this screen, select the program for which you wish to enter data (Figure 44). Refer to the **2Inform User's Guide** for more information on building groups, data entry, and group/individual reporting.



Figure 44

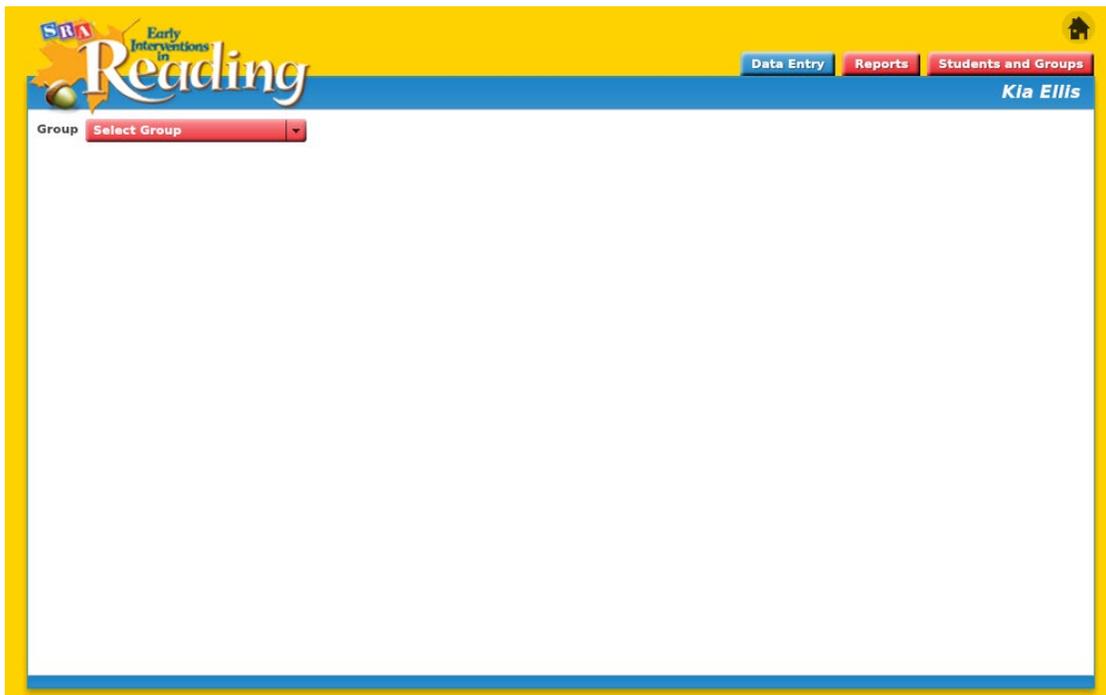


Figure 45

GENERAL CONNECTED INFORMATION

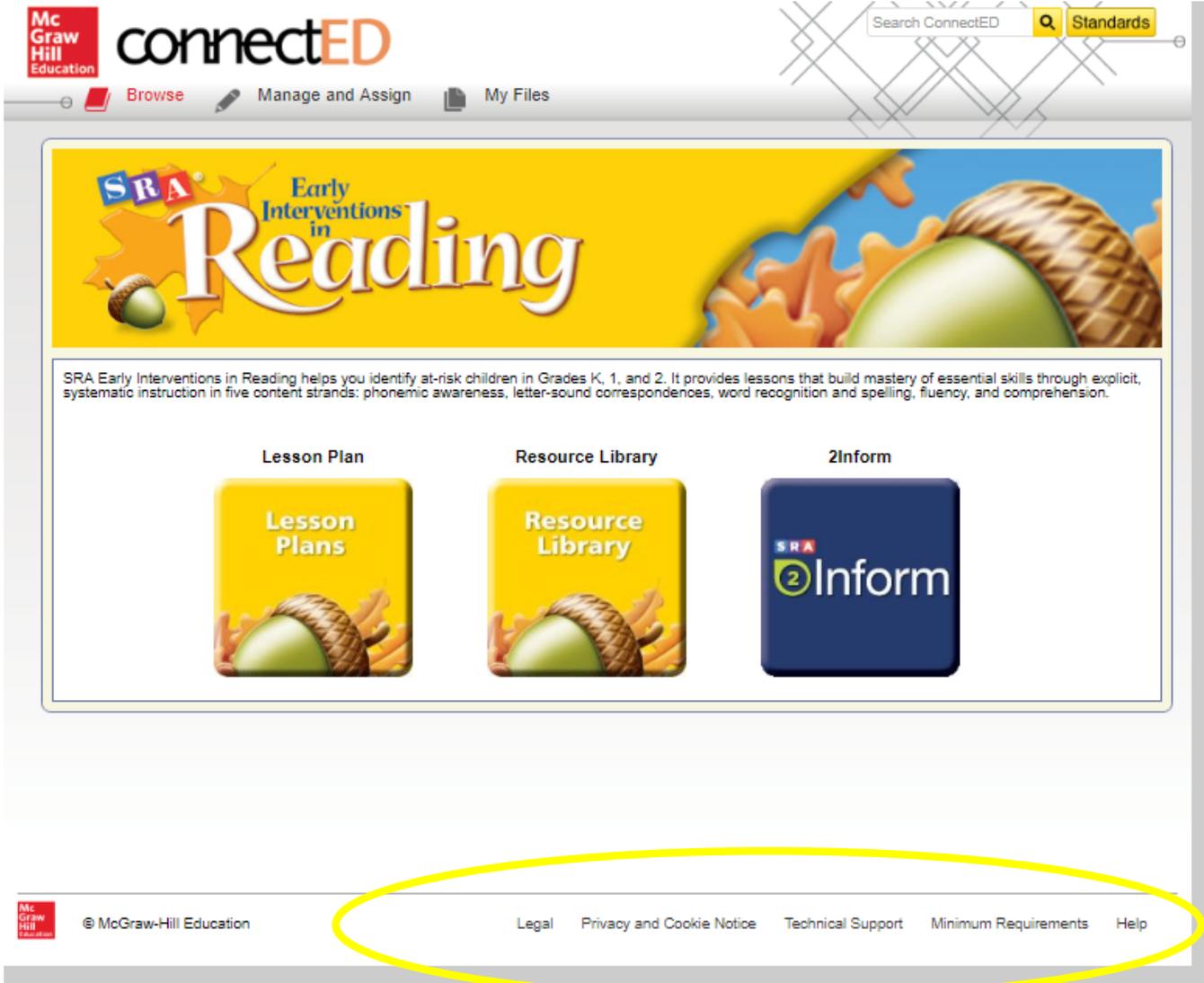


Figure 42

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.