Introduction

Engage Literacy is a comprehensive literacy program (K–3) that can be used with an individual, small-group, and/or whole-class focus. The core elements of a balanced literacy program have been covered, i.e. written language (reading and writing) and oral language (speaking and listening). The program covers reading levels 1-25 (GRL A-N), and includes both fiction and nonfiction texts. Texts are curriculum-linked, and the Levels 2 to 25 fiction texts link thematically to corresponding nonfiction titles.

Engage Literacy brings enjoyment and humor to reading while providing teachers and children with carefully graded and leveled texts. Through engaging and high-interest fiction and nonfiction texts, rhymes, poems, songs, and chants, children will become active participants in their own learning and in the reading process.

The Engage Literacy components provide both digital and non-digital teaching and learning materials that promote differentiated learning so all children can learn effectively, regardless of differences in ability levels. All components of the program are built on a comprehensive scope and sequence document that covers literacy skills and knowledge essential to children from K–3, i.e. oral language, phonological awareness, text conventions, graphophonics, vocabulary, fluency, comprehension, and writing. This scope and sequence document underpins all the components of Engage Literacy. Teachers can be assured that by implementing Engage Literacy in their classrooms, their children’s individual learning needs will be met effectively.

Engage Literacy components

• Fiction and nonfiction texts for reading levels 1-25 (GRL A-N)
  All leveled texts, both fiction and nonfiction, have been developed using carefully graded vocabulary lists, e.g. the word ‘go’ is introduced at Level 1 and ‘going’ is introduced at Level 4. Children therefore build up a bank of high-frequency words, providing them with a smoother transition as they are introduced to higher-level texts. The texts enable children to build on their prior knowledge and make new connections based on these previous understandings. Engage Literacy also includes a progressive academic vocabulary list of words such as ‘draw’, ‘make’, and ‘write’, which are essential for early readers to successfully understand and complete academic tasks independently.

Engage Literacy ensures that children are exposed to texts that match their developmental reading level, enabling greater potential for reading success, and enhancing fluency. As they move through the levels in Engage Literacy, children will encounter words they have met in texts from the previous levels. The earlier leveled texts have a ratio of introduced words to known words of 1:20.

On the back of each fiction and nonfiction title, the reading stage is shown (e.g. Emergent/Early), as well as the specific graded level of the text (e.g. Level 4). Color coding is used to represent each level. The table below shows the correlation between the reading stage, reading level, color coding, and reading age.

<table>
<thead>
<tr>
<th>Reading stage</th>
<th>Engage Literacy reading level</th>
<th>Color coding</th>
<th>Reading age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>Levels 1–2</td>
<td>magenta</td>
<td>5.0–6.0</td>
</tr>
<tr>
<td>Emergent/Early</td>
<td>Levels 3–5</td>
<td>red</td>
<td>5.0–6.5</td>
</tr>
<tr>
<td>Early</td>
<td>Levels 6–8</td>
<td>yellow</td>
<td>5.5–6.5</td>
</tr>
<tr>
<td>Early</td>
<td>Levels 9–11</td>
<td>blue</td>
<td>6.0–7.0</td>
</tr>
<tr>
<td>Early/Fluent</td>
<td>Levels 12–15</td>
<td>green</td>
<td>6.5–7.5</td>
</tr>
<tr>
<td>Fluent</td>
<td>Levels 16–18</td>
<td>orange</td>
<td>7.0–8.0</td>
</tr>
<tr>
<td>Fluent</td>
<td>Levels 19–20</td>
<td>purple</td>
<td>7.5–8.5</td>
</tr>
<tr>
<td>Fluent</td>
<td>Levels 21–23</td>
<td>gold</td>
<td>8.0–9.5</td>
</tr>
<tr>
<td>Fluent</td>
<td>Levels 24–25</td>
<td>silver</td>
<td>8.5–10.0</td>
</tr>
</tbody>
</table>
All books, feature, on the inside front cover, information that enables the teacher to gain a quick overview of the text. See the example to the right.

- **Teacher’s Resource**
  Each title in *Engage Literacy* is accompanied by an extensive teacher’s resource book that includes teaching notes, BLMs, and an oral reading record for each title. See page vii for more information.

- **E-Books**
  All fiction and nonfiction texts in *Engage Literacy* are provided as E-Books for use on individual computers, iPads, and IVBs. Features include: spoken text, interactivity, and page turning.

- **Digital Posters**
  The *Engage Literacy Digital Posters* can be used on individual computers and IVBs. They feature rhymes, poems, songs, and chants that link to each fiction and nonfiction text at Levels 1 to 15. The posters can be used with the whole class or a small group, and encourage the development of speaking and listening skills through a shared learning experience.

- **Comprehension Strategy Kit**
  There are three Comprehension Strategy Kits in the *Engage Literacy* program: a Levels 9–15 box, a Levels 16–22 box and a Levels 23–30 box. Each box contains 42 individual text cards with 6 copies of each (252 cards), 9 Comprehension strategy teaching cards, a poster and an extensive teacher’s resource book which includes organisational and student blackline masters.

  The text cards cover all text types and are a balance of fiction and nonfiction. Each card covers literal, inferential and applied questions, and includes ‘Your Turn activities’ to further consolidate the skills addressed. Picture glossaries are also included on the back of each card. The strategy teaching cards and the text cards are four sided and laminated.
• **Oral Language Big Books**
  These large-format books promote children’s oral language and visual literacy skills. Extensive teaching notes have been provided, which include comprehensive question stems. English as a Second Language (ESL) students and English Language Learners (ELL) will benefit greatly from the vocabulary covered in these books. Each title is provided in a digital format for IWB use.

• **Wonder Words**
  This set helps children to learn their first 100 sight words in context, through real stories. There are 23 fiction titles from levels 1 to 15, which use repetition, rhythm, and common phrases to help children, particularly English Language Learners, to learn to read and recognize their first 100 essential words. A comprehensive teacher’s resource book, which includes teaching notes and BLMs, is included.

• **Wonder Words E-Books**
  All 23 Wonder Words books are provided as E-Books for use on personal computers, iPads, and IWBs. Features include: spoken text, roll-over and voiced Wonder Words, interactivity, and page turning. These E-Books are ideal for IWBs when introducing children to the focus Wonder Words in each text.

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**Fiction and nonfiction texts**

A balance of the following text forms and text types has been included in all texts over the 25 levels.

**Fiction**

- *Narrative*: purpose — to entertain, e.g. ballad, poetry, fable, anecdote, personal recount, song, historical recount, fairy tale, myth

**Nonfiction**

- *Report*: purpose — to provide information about a particular topic, e.g. report, descriptive report, investigative report, scientific/technical report, newspaper article, project, Internet, thinking hats

- *Transactional*: purpose — to communicate and clarify, e.g. survey, questionnaire, complaint, apology, greeting card, interview, introduction, invitation, letter, speech, e-mail, newsletter; ‘five whys’

  (**‘Why are you eating an apple? Because I like apples. Why do you like apples?’ and so on until five connected questions have been asked**)

- *Recount*: purpose — to retell an experience or an event, e.g. personal, factual, imaginative, biography, historical recount, autobiography

- *Procedural*: purpose — to tell how to do something or to explain how to get somewhere, e.g. directions, instructions, message, agenda, recipe, manual, rules for game
**Exposition (argument):** purpose—to argue in favor of one side of an issue, e.g. argument, speech, debate, letter to the editor

**Exposition (persuasive):** purpose—to persuade or convince others, e.g. advertisement or commercial, letter to the editor, cartoon, pamphlet

**Explanation:** purpose—to explain why or how things happen, e.g. scientific, technical, life, historical

**Description:** purpose—to detail the characteristics of a subject (using the five senses, similes, and metaphors), e.g. poetry, descriptive recount, descriptive report, historical report, Internet report

**Discussion:** purpose—to present different aspects of an issue, e.g. brochures, reports, current issues, class rules, reviews, newspapers, ‘what ifs’, PMIs (Pluses, Minuses, [New] Ideas)

**Response:** purpose—to give a personal response to a text or situation, e.g. book/film/art/scenery review, letter, diary

## Teacher’s Resource

Each Teacher’s Resource provides comprehensive, easy-to-use teaching notes with accompanying BLMs for each title. The Teacher’s Resource provides different avenues of acquiring knowledge so all children can learn effectively, regardless of differences in ability levels.

Each set of teaching notes provides:

- **Story or text summary**
- **Getting started:** activities that introduce students to the topic/s in the text
- **Book walk:** page-by-page questions and discussions to cue children into illustrations, text, and individual words, enabling all children to be familiar with the concepts and words in the text
- **Reading the text**
- **After reading:** detailed teaching notes with ideas for activities, discussion, and questioning that can occur after the text has been read
- **English Language Learners:** tasks designed to help with the language development of children who do not have English as their first language in the home environment
- **Assessment:** ideas on how to track and keep a record of individual learning paths. Oral reading records have been provided for each title.

BLMs are embedded in the teaching notes. They can be used individually, in small groups, or with the whole class. Some BLMs reinforce concepts beyond the text and therefore can be used at any time.

Each title’s teaching notes and BLMs comprise a range of activities that can be completed with the texts. The skills addressed are:

- **Comprehension**—incorporating literal or factual, inferential or interpretive, evaluative/analyzing, and applied/creative comprehension within specific comprehension skill sets including: recall, sequencing, predicting, word meaning, noun/ pronoun negation, tense, cloze, paraphrasing, summarizing, main idea, cause/effect, comparing/contrasting, inference, locating information, fact/opinion, figurative language, author’s intent, and scanning
- **Phonological awareness/Graphephonics**—initial consonant sounds, alliteration/rhyme, manipulation of sounds in words, segmenting sounds into sounds (analysis), onset and rime, blending, syllables, word families, contractions, compound words, suffixes/prefixes, plurals, synonyms/antonyms, tenses, and generalizations (root words, doubling last consonant)
- **Vocabulary development**—incorporating high-frequency words and topic words
- **Fluency**—including phrasing
- **Text conventions**—features of text including font emphasis, grammatical features, and punctuation
- **Writing activities**—focusing on different text forms and text types, e.g. recount, report, diary, procedural, and narrative, enabling students to explore the text and complete related activities in many different contexts.