

Name of Entity: McGraw-Hill School Education

Contact information

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Type of Instructional Program: Imagine It!

(Please describe if this is a comprehensive reading program, an intervention reading program, a supplemental program to be used in conjunction with another program. Also, please describe what students would be targeted for this instructional program. Use the columns below for your brief description)

Comprehensive	Intervention	Supplemental to other programs	Students targeted
	<p>Intervention Reading Program Imagine It!</p> <p>SRA Imagine It! relies on research-based instruction, teacher input, and learner verification. The research base used to develop SRA Imagine It! spans more than 50 years. Much of the solid research behind the program was completed by authors for the SRA/Imagine It! reading program.</p>		

If an intervention, describe what component of reading it addresses:

SRA Imagine It! thoroughly and explicitly addresses the five components of scientifically-based reading research. The program's instruction develops and strengthens students' phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Grade Level: **PK K 1 2 3**



(Please circle the grade level(s) that the program is designed for.)

Program Summary:

(This section should be limited to 200 words and is your opportunity to let schools or districts know why they should choose this program.)

The ***SRA Imagine It!*** program provides systematic, explicit instruction that builds students' abilities through a logical progression of skills. The overlapping pattern of skill-building allows the introduction of new skills while simultaneously reinforcing those previously learned. For example, students often review the previous day's lesson and then move onto the new lesson for that particular day. A skills trace can be found in each lesson that shows when a lesson is introduced and then subsequently reviewed.

All lessons in grades K-6 ***SRA Imagine It!*** incorporate a Teach/Practice/Apply model. Teachers first model a skill or strategy several times for students in the section of the lesson labeled Teach. Next, teachers have students practice the new skill or strategy with the teacher as a group in the Practice section. Students then independently apply the new skill in Apply.

