LITERACY NAVIGATOR®
For Grades 4–10

ALIGNED WITH THE COMMON CORE STATE STANDARDS:
• Develop Skills for Comprehending Complex Informational Text
• Build Content Knowledge
• Strengthen Content-Area Literacy
While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students’ ability to read complex texts independently. These conditions have left a serious gap between many high school seniors’ reading ability and the reading requirements they will face after graduation. —Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A

Literacy Navigator® is a research-based, supplemental program that gives students the specialized skills necessary for comprehending complex informational text. The program meets the Common Core State Standards’ requirements that students read materials of increasing text complexity, become proficient in reading informational text, and develop content-area literacy. By helping to close the gap between students’ comprehension skills and the reading expectations they will encounter in the future, Literacy Navigator puts students on the path to achieving college and career readiness.

Literacy Navigator is designed for students in grades 4–10 who struggle to comprehend informational text. The program is intended to augment, not replace, students’ core curriculum during a regular literacy block or extended learning time. It can be implemented during school hours or in after-school, weekend, or summer programs.
A focus on reading complex informational text

The Common Core State Standards require students to climb a “staircase” of increasing text complexity as they advance through the grades. The standards also demand that informational texts constitute a significant proportion of students’ reading. The design of Literacy Navigator helps students meet these two goals. In Literacy Navigator, students read high-interest selections about science-related topics, particularly in the areas of life science, ecology, and conservation, as well as social studies themes. In each of the five levels of the program, students build the skills necessary for comprehending increasingly sophisticated informational texts.

THE FIVE LEVELS OF LITERACY NAVIGATOR

The five levels of Literacy Navigator span reading levels from grades 4 through 8. Each module is also matched to the levels of the Developmental Reading Assessment (DRA) and the levels of the Qualitative Assessment of Text Difficulty developed by Jeanne Chall. Students may be assigned to a program level based on their grade, or teachers can use Level Locator tests and other data to help match students to the appropriate level of the program. Each level includes two Base Pack modules, Foundations: Comprehending Texts and Word Study, and four Extension Pack modules, Main Idea, Supporting Details, Patterns, and Inferences. (See pages 10 and 11.)

**Level AA: Environmental Citizenship**
Students learn how everyone is responsible for caring for the natural, animal, and human resources on the planet.

**Level A: Endangered Species**
Students read about animals such as the tiger, rhinoceros, and polar bear and learn how the species are affected by outside forces.

**Level B: Habitats**
Students examine habitats and the dangers presented by climate change and the growing human population.

**Level C: Adaptations**
Students explore how the dog has adapted to fulfill human needs and how, as a result, the dog enjoys a privileged place in human society.

**Level D: Urban Ecosystems**
Students learn about the parts of ecosystems that sustain or discourage animal life and about animals that have adapted to living in close proximity to humans.

---

A program that teaches comprehension simultaneously with content knowledge

Literacy Navigator teaches students how to navigate complex informational text and develops their content knowledge. The program’s instructional approach reflects current theory and research in reading comprehension. It also supports the Common Core State Standards’ directive that students build content knowledge as one of the “capacities of the literate individual”\(^3\) as well as the standards’ requirement that students develop content-area literacy.\(^4\)

- Literacy Navigator teaches students how to build a coherent understanding of informational texts. The program focuses on these instructional strategies:

  **Saying what the text means.** Using their own words, students recast the meaning of a sentence, a paragraph, or a series of paragraphs. They learn how to connect ideas from sentence to sentence and from paragraph to paragraph.

  **Making ideas cohere.** To link ideas and infer relationships, students learn strategies for understanding connecting words and phrases, keeping track of substitute words, understanding pronoun reference, and making inferences when connectives are omitted.

  **Addressing vocabulary.** Students learn domain-specific words that are essential for comprehending the reading selections. They practice using these words when speaking and writing about the texts.

  **Focused reading—questioning during and after reading.** Literacy Navigator guides teachers in using questioning during and after a focused reading of a text. This strategy provides scaffolding to help students develop a deep understanding of a text as well as the ability to think critically and evaluate information.

  **Text structure knowledge.** To improve students’ comprehension and retention of content, Literacy Navigator explicitly teaches students the text structures used in informational texts, such as cause and effect, problem and solution, and claim and evidence.

  **Using graphic organizers to display the relationship between ideas.** Students use graphic organizers to reconstruct information and create connections. This strategy enables them to develop and demonstrate a coherent understanding of a text.

---


4. The Common Core State Standards promote the development of literacy across disciplines and include literacy standards not only for English language arts but also for history/social studies, science, and technical subjects.
Literacy Navigator is based on the premise that content knowledge matters. Current research in reading emphasizes the importance of relevant background knowledge to comprehension. Consequently, each module in Literacy Navigator focuses on an overarching concept related to science or social studies to help students build relevant background knowledge. Lessons require students to apply knowledge from previous readings and synthesize information to expand their understanding. The program helps students store content in long-term memory so that this content can become knowledge.

To develop students’ comprehension and content knowledge, teachers make extensive use of Think-Alouds and discussion in Literacy Navigator. In keeping with current research and the Common Core State Standards’ support for “an integrated model of literacy,” the program embeds writing activities in lessons as a means of strengthening reading comprehension and content-area learning.

---

**Research-Based Strategies**

The strategies used in Literacy Navigator are thoroughly grounded in research. Supporting studies include: Kintsch, Walter. 1998. *Comprehension: A paradigm for cognition*; Hirsch, E. D. Jr. 2003. Reading comprehension requires knowledge—of words and the world. The program’s approach to writing, for example, has been validated by the following recent study: Graham, Steve, and Michael Hebert. 2010. *Writing to read: Evidence for how writing can improve reading.*

---

Instruction that is systematic and strategic

Lessons in Literacy Navigator take approximately 45–50 minutes. Each lesson uses the following format to engage students, foster collaborative learning, and make instruction consistent and coherent:

**Introduction.** The teacher guides students to access their prior knowledge and introduces the text and skills focus for the lesson.

**Work time.** The teacher demonstrates skills and leads discussions of the reading. Students practice their comprehension skills in groups, with a partner, or on their own and share their responses.

**Guided practice.** Students continue reading, discussing the text, and practicing comprehension skills in a group, with a partner, or on their own. They work on targeted text activities and writing assignments. The teacher monitors students as they work.

**Reflection.** Students discuss the text as a class, write about the text, reflect on the text, and/or organize information from the text in graphic form.
A suite of program-embedded assessments

Literacy Navigator includes formal diagnostic, formative, and summative assessments. The data from these assessments and the information gathered from daily progress monitoring enable teachers to respond to individual learning needs and differentiate instruction.

Level Locator. The Level Locator tests can be used to help determine which level of Literacy Navigator is appropriate for each student.

Pre-test. The pre-test in each module is a passage-based test in a multiple-choice format. It establishes a baseline measure of performance. For the Foundations: Comprehending Texts modules, the pre-tests provide subscores for six objectives: accuracy and retrieval of facts, reference, mid-level structures, linking parts of text, inference, and word study. The subscores give teachers critical data for diagnosing students’ individual strengths and areas needing improvement so they can differentiate instruction.

Checkpoints. Three checkpoint assessments, which require students to write about texts they have read, are provided for each Foundations: Comprehending Texts module. The checkpoints give teachers interim performance data.

Post-test. The post-test for each module highlights student improvement and helps teachers determine which students would benefit from further support. For the Foundations: Comprehending Texts modules, the post-test documents student growth in the areas assessed on the pre-test.

Assessment and Reporting Online (ARO)

ARO, an Internet-based system, makes it easy to administer tests and to generate valuable performance data.

- Using ARO, students take the Level Locators, pre-tests, and post-tests in a secure online environment. Students can, instead, take paper-and-pencil tests, and their responses can be uploaded to ARO. The checkpoints are administered only as paper-and-pencil tests, and then the scores are entered into ARO.

- Teachers and school administrators then use ARO to generate reports about students' performance on the tests. These reports, available at the student, class, grade, school, and district aggregate levels, are powerful tools for providing progress monitoring, determining instructional direction, differentiating instruction, and analyzing student growth.
The Adaptable Coyote

Students’ Learning Objectives for This Lesson
- Describe what we mean by behavioral adaptation
- Articulate their prior knowledge about coyotes
- Organize their subject knowledge of what they know and what they have learned about coyotes into a chart and into a concept map describing coyotes
- Sum up the key points of each paragraph of text in their own words

Teacher’s Activities to Guide This Learning
- Ask guiding questions to capture students’ ideas about adaptation
- Model for students how to integrate new and prior knowledge by charting their responses to what they know and what they have learned about coyotes

Relevant Vocabulary for Lessons 3 and 4
- adaptable: able to adjust to changes and new conditions (title)

Helpful Vocabulary for Lessons 3 and 4
- rodent: a mammal with four continually growing incisors, such as a mouse or squirrel (paragraph 9)

Teacher Edition Materials
- Teacher information on adaptation
- Picture of a coyote
- “The Adaptable Coyote” (pp. 19–21)
- Chart paper and markers

Student Reader Materials
- About Coyotes chart (pp. 10–11)
- Members of a Family (p. 5)
- “The Adaptable Coyote” (pp. 7–9)
- Graphic Organizer: What I Learned about Coyotes (p. 12)
In the next section of the reading, called *Dolphin’s Trick*, students are introduced to another dolphin named Pete who comes up with a clever solution to a problem. Read this section aloud as students follow along.

- Have students turn to a partner and say what the text says in their own words.
- Ask students to identify Pete’s problem and read this part of the text aloud to a partner. Then ask the partners to determine how Pete solved the problem.

Tell students that they will reread the passage, this time looking for cause and effect relationships. They will record these relationships on the *Cause/Effect Chart* in their Student Readers.

- Ask these questions to help scaffold students’ thinking:
  - What irritated Pete?
  - Why did Pete let the frozen fish sink to the bottom of the pool?
  - How did the pelican take the bait?
  - Why do you think the pelican never stole Pete’s fish again?

- Explain that each of these questions is either a cause or an effect. Students should be able to look at the questions and determine the other part of the cause/effect equation.

- Display the *Cause and Effect overhead*. Model how to use the Cause/Effect Chart by placing the example of Bingo and his mother on the overhead. (See the next page for guidance.)
THE LITERACY NAVIGATOR PACKAGE

Each Literacy Navigator level is comprised of a Base Pack and an Extension Pack, totaling six modules.

BASE PACK

All students in the program take the two Base Pack modules in sequence.

**Foundations: Comprehending Texts.** The 30 lessons in this module are based on thematically linked and sequentially arranged texts. In later lessons, students are required to draw on their knowledge from previous readings. The module focuses on building students’ comprehension skills and content knowledge and emphasizes the application of this knowledge. The Teacher Edition and the Student Reader contain all the readings used in the lessons. No additional texts or library sets are required.

**Word Study.** This module, which contains 15 lessons, teaches students how to decode words efficiently and effectively and shows students how word usage enhances meaning. Lessons also help students develop a conceptual understanding of vocabulary by exploring word relationships. The topics covered in lessons vary by level but may include prefixes and suffixes, roots, word families, synonyms and antonyms, and denotation and connotation. The module includes a Teacher Edition and a Student Book in which students complete lesson activities.
EXTENSION PACK

Teachers may implement the four Extension Pack modules sequentially or selectively to target students’ specific areas of need.

- Teachers use the post-test results from the *Foundations: Comprehending Texts* modules to help identify students who would benefit from the Extension Pack modules.
- Each module includes a Teacher Edition and a Student Reader, both of which contain all the readings used in the 12 lessons.

### Main Idea

This module explicitly teaches students how to determine the main idea of a passage and how to use a variety of tools to help identify the main idea.

### Supporting Details

Lessons focus on different types of supporting details and the ways authors use them to establish the main idea. Students practice identifying supporting details in paragraphs.

### Patterns

This module teaches students to identify three common structures found in informational texts: sequence of events, cause and effect, and compare and contrast. Students examine how authors use these structures to convey information effectively.

### Inferences

Lessons show students how to make inferences and draw conclusions. Students learn how to find clues in a text and practice using background knowledge to infer the meaning of a passage.
Living with Urban Wildlife: Raccoons

Introduction
1 The existence of wildlife in urban areas enriches our environment, bringing a little bit of nature to the bustle of the city. Abundant food and shelter and the absence of natural predators have allowed many wild animals to successfully adapt to urban life. We can hardly blame them for helping themselves to food that is readily accessible in garbage pails, gardens, composters and sheds.

Raccoon Characteristics
2 One of the most adaptable species of wildlife, raccoons are found throughout temperate North America and range as far south as South America. Raccoons are easily identified by their narrow mask-like faces with white patches above their eyes, and their bushy tails with alternating black and yellowish rings. They are about one metre long including the tail, and weigh from 7–22 kg. When conditions are favourable, they can live up to 10 or 13 years. They will produce one litter per year with an average of four or five kits.

Raccoons are opportunistic feeders and being truly omnivorous, will eat a variety of fruits, vegetables, insects, eggs, small birds and mammals. They are usually nocturnal although may occasionally be active in the temperate region or climate with mild temperatures.

Photos: © iStockphoto.com (top); © iStockphoto.com/Hans-Walter Unth (bottom)
Suffixes: *-ion, -tion, -ation, -ition*

<table>
<thead>
<tr>
<th>Complete Word</th>
<th>Base Word</th>
<th>Suffix</th>
<th>Spelling Changes</th>
<th>Word Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>elevation</td>
<td>elevate—to raise</td>
<td>-ion</td>
<td>Drop the -e and add -ion</td>
<td>The state of being raised</td>
</tr>
<tr>
<td>distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaporation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>destruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>navigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpretation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OTHER PROGRAM COMPONENTS

Online resources. Teachers have access to downloadable online resources, such as assessments, progress-monitoring tools, and lesson handouts.

My Notes: A Reader’s Understanding of Text. In this downloadable online resource, available for each level of Foundations: Comprehending Texts, students jot down important ideas from the texts and record what they have learned. This process establishes the connection between reading and writing and moves learning into long-term memory. Students apply the information at a later time during the module.

COMMON CORE PROFESSIONAL DEVELOPMENT

The professional development for Literacy Navigator presents research-based instructional strategies to improve students’ comprehension of complex informational text. These strategies will help students make the transition to meeting the Common Core State Standards.

In addition, professional development that is not specific to Literacy Navigator is available. This training addresses the expectations of the Common Core State Standards and includes these topics:

- Teaching text types and the dimensions of text complexity
- Reading and writing informational texts
- Focus on the genre of argument
- Using Common Core State Standards performance tasks as assessment
- Implications for social studies and science

For more information about our professional-development offerings, consult the professional-development catalogs available at www.pearsonschool.com.
EASY IMPLEMENTATION

LEVEL LOCATOR

- Teachers can use a Level Locator test, along with other data, to match students to 1 of 5 levels of Literacy Navigator: Level AA, A, B, C, D.
- The Level Locator can be administered in an online or a paper-and-pencil format.

BASE PACK

2 modules for each level

Foundations: Comprehending Texts • Word Study

- All students take the 2 modules in sequence.

  Foundations: Comprehending Texts
  - 45–50 minute lesson x 30 + pre-test, 3 checkpoints, post-test
  - Teacher Edition, Student Reader, My Notes: A Reader’s Understanding of Text

  Word Study
  - 45–50 minute lesson x 15 + pre-test, post-test
  - Teacher Edition, Student Book

EXTENSION PACK

4 modules for each level

Main Idea • Supporting Details • Patterns • Inferences

- The post-test results from Foundations: Comprehending Texts help teachers identify students who would benefit from the Extension Pack modules.
- The 4 modules may be implemented sequentially or selectively to target students’ areas of need.

For each module:
- 45–50 minute lesson x 12 + pre-test, post-test
- Teacher Edition, Student Reader
America’s Choice offers powerful solutions to help all students meet high standards. These research-based solutions include carefully aligned instructional materials and intensive professional development with options for on-site technical assistance and coaching. America’s Choice instructional solutions have been thoughtfully crafted over many years using a rigorous development process. They have been extensively field-tested and clearly shown by external researchers to be effective in settings ranging from individual schools to entire districts and states.

Since 1998, America’s Choice has had a direct impact on the educational success of more than two million students across the country. One of the pioneers of the American standards movement, America’s Choice has contributed to the development of the Common Core State Standards. Committed to the Common Standards, America’s Choice remains dedicated to building coherent, powerful instructional programs that will prepare students for college and the 21st-century workplace.