



Implementation Guide



Welcome to



Scholastic TrueFlix is an online resource that combines award-winning True Books content with reading supports and a deep and diverse collection of related videos, images, Web links, and texts. With its strong science and social studies content, **TrueFlix** allows students to master content-area knowledge while honing their literacy skills.

TrueFlix works on any web-enabled device and can be the basis for whole-group, small-group, and individual instruction. Offering dozens of units to supplement science and social studies core curricula, **TrueFlix** is a highly engaging multimedia resource that can be used in the library, the classroom, on mobile devices, or at home.









About This Guide

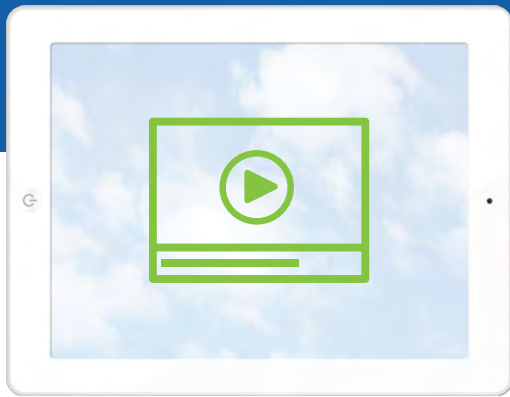
This guide provides an overview of the TrueFlix program and detailed information about incorporating it into your classroom. Use it to familiarize yourself with the program's structure, content, and pedagogical features, as well as the navigation and interactive features of the website.

TrueFlix is extremely adaptable to any science or social studies curriculum, and can also be a valuable component of your ELA instruction. This guide offers general instructional strategies and activities, as well as recommendations for pacing the lessons and an instructional approach that reflects best practices.

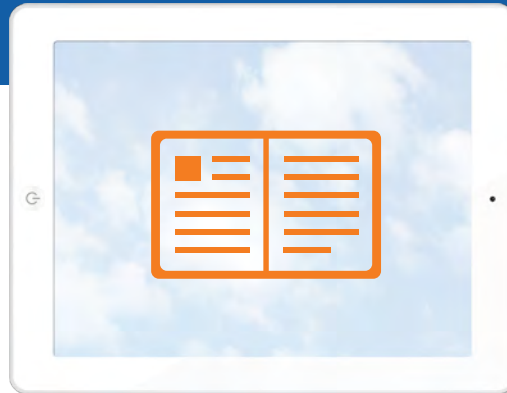
The purpose of TrueFlix is to help students:

-  Improve literacy skills
-  Build content-area knowledge
-  Comprehend and evaluate a range of texts
-  Use technology and digital media capably

Program Overview



Introductory Video



Nonfiction E-Book



Related Content

Key Instructional Components

Each **TrueFlix** unit includes the following elements, accessible from the left-hand navigation on each unit page:

INTRODUCTORY VIDEO

Click “Watch the Video” to view a streaming video that engages the student and provides a brief introduction to the topic.

NONFICTION E-BOOK

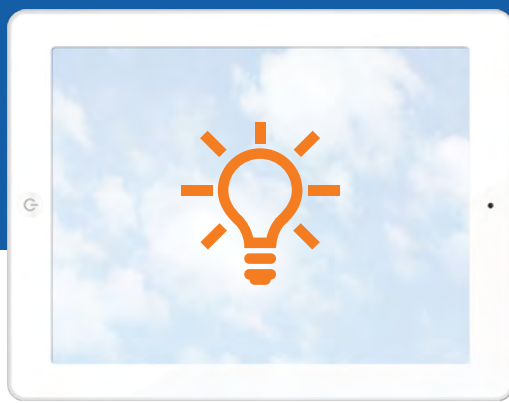
Click “Read the Book” to access an e-book version of the True Book. Pages can be turned by clicking the appropriate buttons. The Read Along option can be activated to hear the text read aloud with word-by-word highlighting. Key content vocabulary words are highlighted in yellow. Placing the cursor on the highlighted word will display its definition.

RELATED CONTENT

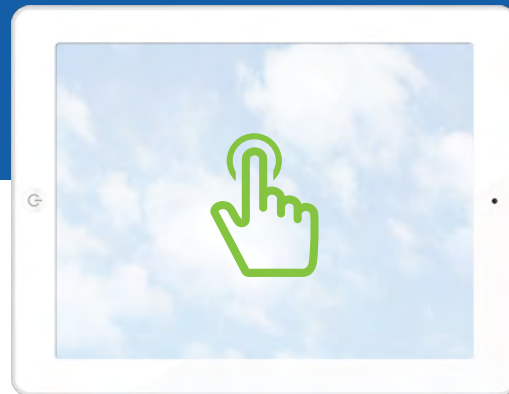
Click “Explore More” to access related content that provides opportunities for further reading across a variety of text types. This content includes reference articles, current events stories, fiction, and primary-source documents—all editorially selected to supplement and enhance the **TrueFlix** topic.

PROJECT IDEA

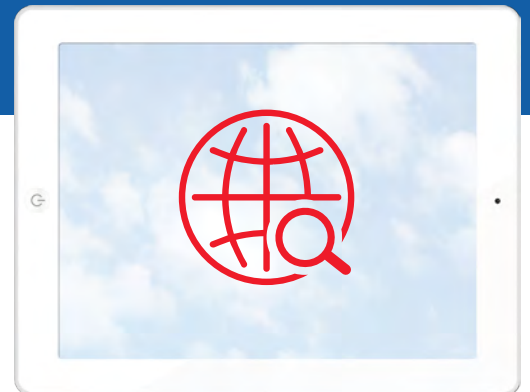
Click on “Project Idea” to find a research idea for a project related to the **TrueFlix** topic. Clearly stated project goals and a list of steps to follow are designed to help beginning researchers create and complete the assignment.



Project Idea



Activity Center



Internet Links

ACTIVITY CENTER

Click on “Show What You Know” to access a ten-question multiple-choice quiz on the **TrueFlix** topic. A printable PDF of each quiz is also available and can be found within the Resources & Tools section. Clicking on “Word Match” brings up a photo-reveal game that reinforces key vocabulary from the nonfiction text by asking players to match a definition to the correct vocabulary word.

INTERNET LINKS

Click “Explore the Web” to access editorially selected, age-appropriate Web links related to the topic that help extend learning, broaden the content area, and promote further research.

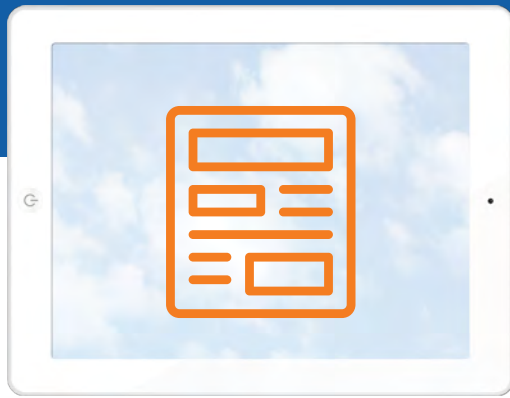
Why Use Video?



Instructional research supports the use of video to introduce a topic. Viewing a video independently or with the whole class is a powerful way to draw in and engage students, particularly visual learners, ELLs, and others with different learning styles. Students who are interested and engaged in a topic have been shown to understand concepts more readily—and retain them longer.

Watching a relevant video helps build background knowledge on a topic. This is critical for reading comprehension, especially for understanding informational texts. **TrueFlix** videos are custom-created to serve this purpose. They incorporate ideas, images, and key vocabulary that the student will encounter while reading the e-book.

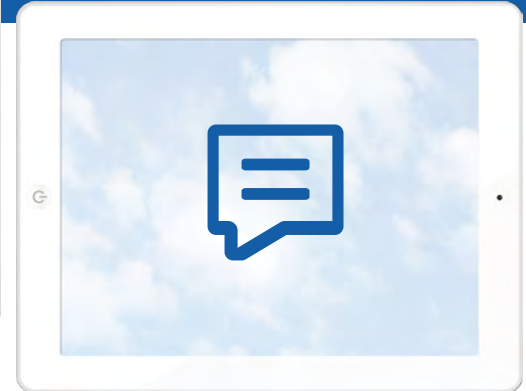
Teacher Tools and Resources



Lesson Plan



Curriculum Correlations



Educator Resources

LESSON PLANS

Every **TrueFlix** unit is accompanied by a lesson plan with teaching activities that are tied to the specific content of that unit. Each lesson plan includes a discussion of the video and a review of vocabulary words used in the e-book. Each also provides a small-group classroom activity based on the e-book and a project idea for individual or pair/group research. There are also extension questions to be used for classroom discussion and as writing prompts. From a topic home page, click "Lesson Plan," located at the bottom right of the page, to go to its lesson plan. The lesson plan is also available as a printable PDF.

CURRICULUM CORRELATIONS

All lesson plans are aligned to state and national language-arts and content-area standards. From the lesson plan page for any **TrueFlix** topic, click "Curriculum Correlations." This will open a popup window displaying a list of that lesson plan's correlations to the standards document selected. The user's home state is pre-selected. The standard may be changed by selecting a different standard from the drop-down menu and clicking "Go."

EDUCATOR RESOURCES

An educator's guide to **TrueFlix** is accessible from the top of every page. It contains an overview of the product as well as downloadables to help make the most of **TrueFlix** in the classroom or library.



New units added every year!

CONTENT OVERVIEW CHART

161 units on science and social studies core-curriculum topics | Read-Aloud with word highlighting to support beginning and ELL readers | Videos for each topic | eBooks for each topic | Related articles and websites for each topic | Primary source documents | Games, puzzles, and quizzes | Project ideas

PEOPLE, PLACES, AND HISTORY

American Indians

The Apache

The Comanche

The Inuit

The Iroquois

The Pueblo

The Sioux

Ancient Civilizations

Ancient China

Ancient Greece

The Ancient Maya

The Aztec Empire

The Inca Empire

Mesopotamia

Biographies

Amelia Earhart

Bill and Melinda Gates

Cesar Chavez

Harriet Tubman

Malala Yousafzai

Mark Zuckerberg

Martin Luther King Jr.

Pope Francis

Rosa Parks

Steve Jobs

The Civil War

Abraham Lincoln

The Civil War

The Confederate States of America

Slavery in America

Continents

Africa

Antarctica

Asia

Australia and Oceania

Europe

North America

South America

My United States

Alaska

California

Colorado

Florida

Hawaii

Illinois

Louisiana

Maryland

Massachusetts

Michigan

New Jersey

New York

Texas

U.S. Government

The Bill of Rights

The Congress of the United States

The Constitution of the United States

The Declaration of Independence

The Presidency

The Supreme Court

Voting

U.S. Regions

The Midwest

The Northeast

The Southeast

The Southwest

U.S. Landforms

The West

Westward Expansion

The California Gold Rush

The Lewis and Clark Expedition

Life in the West

The Oregon Trail

The Transcontinental Railroad

Westward Expansion



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161 units on science and social studies core-curriculum topics | Read-Aloud with word highlighting to support beginning and ELL readers | Videos for each topic | eBooks for each topic | Related articles and websites for each topic | Primary source documents | Games, puzzles, and quizzes | Project ideas

PEOPLE, PLACES, AND HISTORY CONT.

The Thirteen Colonies

The Connecticut Colony

The Delaware Colony

The Georgia Colony

The Maryland Colony

The Massachusetts Colony

The New Hampshire Colony

The New Jersey Colony

The New York Colony

The North Carolina Colony

The Pennsylvania Colony

The Rhode Island Colony

The South Carolina Colony

The Virginia Colony

SCIENCE AND NATURE

Animal Kingdom

Amphibians

Birds

Fish

Insects and Spiders

Mammals

Reptiles

Disasters

The BP Oil Spill

The Exxon Valdez Oil Spill

The Hindenburg Disaster

Nuclear Meltdowns

Pandemics

September 11 Then and Now

The Titanic Disaster

Earth Science

Ecology

Geology

Hydrology

Meteorology

Oceanography

Paleontology

Ecosystems

Climate Change

Deserts

Oceans

Temperate Forests

Tropical Rain forests

Tundra

Wetlands

Experiments

Experiments with Electricity

Experiments with Magnets

Experiments with Motion

Experiments with Plants

Experiments with Rocks and Minerals

Experiments with Solids, Liquids and Gases

Extreme Nature

Earthquakes

Floods

The Krakatau Eruption

The Superstorm Hurricane Sandy

Thunderstorms

Tsunamis

Wildfires



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SCIENCE AND NATURE CONT.

Extreme Science

Extreme Bridges
Extreme Experiments
Extreme Laboratories
Extreme Science Careers
Extreme Weather

Farm to Table

Grains and Cereals
Milk
Organic Food
Seafood

Greatest Discoveries

Antibiotics
Computers
Genetics
The Undersea World

Health

Allergies
Asthma
Flu
Healthy Eating
Lyme Disease

Human Body

The Circulatory System
The Digestive System
The Nervous System
The Respiratory System

Outer Space

Black Holes
Constellations
Galaxies
Meteor Showers
The Solar System
Stars

Physical Science

Electricity
The Elements
Energy
Friction
Gravity
Simple Machines

The Solar System

The Moon
Planet Earth
Planet Jupiter
Planet Mars
Planet Mercury
Planet Neptune
Planet Saturn
Planet Uranus
Planet Venus
The Sun

The Benefits of



As students progress from third grade to fourth grade and higher, performance expectations increase dramatically. Students are expected to read widely across the curricula and to thoroughly comprehend what they read. They must apply the reading skills and strategies they have learned in the earlier grades to this broader range of content-area information. But many still need practice with basic reading skills, as well as help with comprehension strategies such as predicting, drawing inferences, and making connections.

Education experts agree that students should be provided with daily opportunities to read independently across texts of varying range and complexity and to practice strategies that improve comprehension. And they should continue to practice foundational skills such as phonics, word recognition, and fluency.

TrueFlix provides the perfect environment to practice these skills and strategies while reading widely and deeply on a topic. The e-books provide an engaging and developmentally appropriate environment for students to read in a content area. The optional read-along feature provides support for students who need a model for accuracy and fluency. It can be turned off as students become more proficient readers.

All **TrueFlix** content contains grade-appropriate words, affording opportunities for practicing word-decoding skills. In the e-books, key vocabulary words are highlighted and defined on mouseover for additional support.

A Digital Resource



As a digital resource, **TrueFlix** enables students to exercise the nonlinear reading and viewing behaviors that take place with digital content. Students can draw information from a variety of media and sources: the introductory video; the e-book; related reference articles; a wealth of stories, plays, and primary sources; and links to vetted sources of information on the Web. The breadth of resources ensures that students will encounter science and social studies texts at a range of complexities. Quizzes, project ideas, and writing prompts provide ample opportunities for young learners to demonstrate understanding of texts and to complete writing and research products in response to a topic.



and Your Instruction

Use **TrueFlix** to supplement your science and social studies core curricula, and to provide practice building literacy skills.

TrueFlix can be used effectively in a range of settings, including:



**WHOLE-GROUP
INSTRUCTION**
with an interactive
whiteboard



**SMALL-GROUP
INSTRUCTION**
using digital tablets

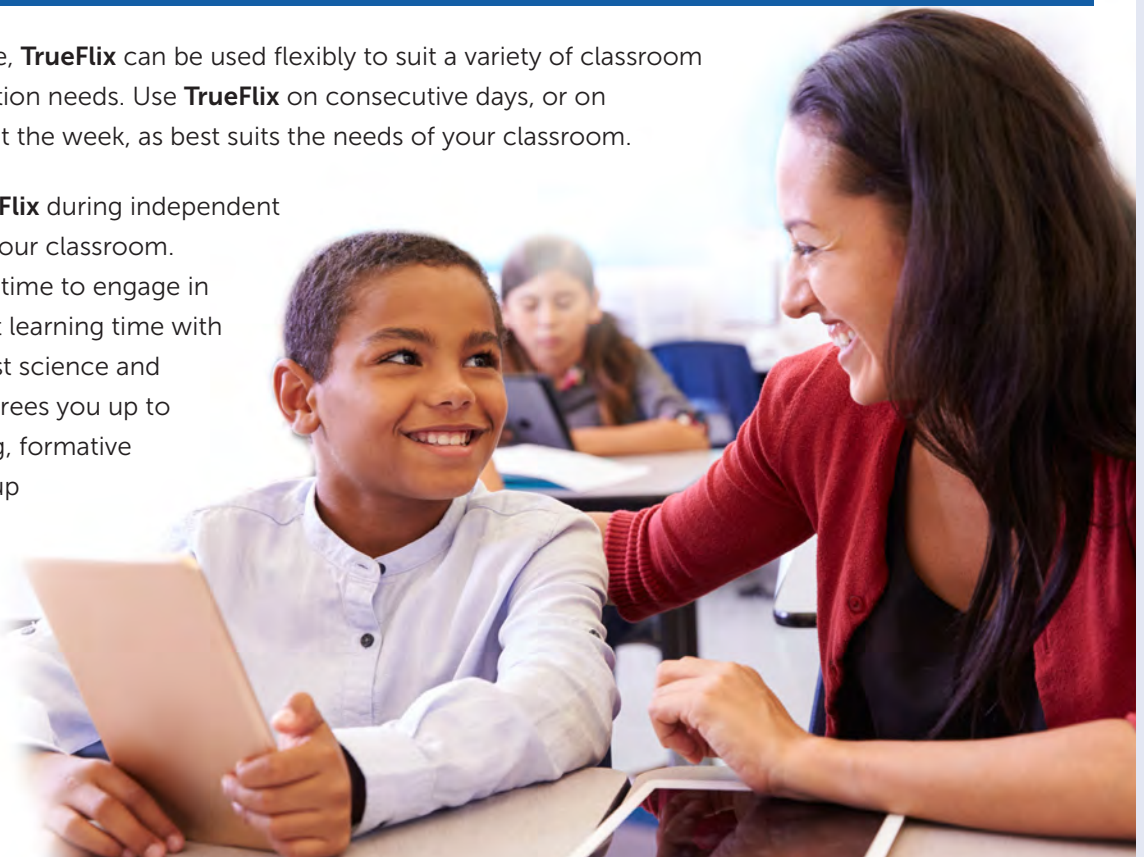


**INDIVIDUAL
INSTRUCTION**
on a desktop or
laptop computer

FLEXIBLE PACING

As a supplemental resource, **TrueFlix** can be used flexibly to suit a variety of classroom and home/school-connection needs. Use **TrueFlix** on consecutive days, or on alternating days throughout the week, as best suits the needs of your classroom.

Students can also use **TrueFlix** during independent reading or choice time in your classroom. This allows young learners time to engage in supported yet independent learning time with high-leverage, high-interest science and social studies topics—and frees you up to provide individual coaching, formative assessments, or small-group instruction.



PACING: SAMPLE USE PATTERN FOR WHOLE-GROUP USE

Option A: CONSECUTIVE DAYS

Complete a TrueFlix Unit in **4–5 consecutive days every other week**.

Advantages: Using TrueFlix for 20 minutes a day over 4-5 consecutive days allows students to focus intensively on exploring science and social studies topics through watching the video, engaging in academic discussion, reading as a group and independently, and doing related activities. It also allows you time in alternating weeks to engage students in exploring other science and social studies topics and activities you want or need to include in your curriculum.

M	T	W	TH	F
<ul style="list-style-type: none"> • Introduce the topic • Intro video • Vocabulary preview • Build background 	<ul style="list-style-type: none"> • Review the topic • Introduce the e-book • Read the e-book 	<ul style="list-style-type: none"> • Review the topic • Re-read the e-book • Share out 	<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> – <i>Show What You Know</i> quiz – <i>Word Match</i> game • Wrap-up discussion 	<ul style="list-style-type: none"> • Optional: Project work time and share out

DAY 1
approx.
20 min.

- **Introduce the topic.** Let the class know they will be exploring this topic together over several days.
- **Watch the video.** Ask what students are interested in, and what makes them curious about what they saw.
- **Preview the vocabulary.**
- **Build Background:** Activate prior knowledge by asking questions that invite students to share what they might know about the topic.

DAY 2
approx.
20 min.

- **Review the topic:** Invite students to share what they remember about the video. What is the topic?
- **Introduce the e-book,** and invite inquiry.
- **Read the e-book.** Read the e-book with the whole class, pausing as needed to support comprehension of concepts and terms.

DAY 3
approx.
20 min.

- **Review the topic:** Review key concepts and vocabulary. What did we learn by reading the e-book?
- **Re-read the e-book.** Invite students to re-read the e-book individually or in small groups. Depending on their reading levels, you may want some students to use the “read-along” option.
- **Share out.** Have students work with a partner, small group, or with the class to review and summarize their learning on this topic.

DAY 4
approx.
20 min.

- **Assess learning:** Use the Show What You Know quiz and Word Match game to gauge student comprehension and vocabulary acquisition.
- **Wrap Up.** Invite an open-ended discussion of the topic.

DAY 5
approx.
20 min.

- **Project time (optional):** You may wish to have students work on the project in class, or as homework.
- **Share out.** Invite students to share their work and others to provide positive feedback and ask questions about each others’ work.

Option B: ALTERNATING DAYS

Complete a TrueFlix Unit in **two or three 20-minute sessions per week, across two weeks**.

Advantages: Interaction with a thematic topic is integrated evenly throughout the school week. This model allows you time each week on alternating days to engage students in exploring other science and social studies topics and activities you want or need to include in your curriculum.

M	T	W	TH	F
	<ul style="list-style-type: none"> • Introduce the topic • Intro video • Vocabulary preview • Build background 		<ul style="list-style-type: none"> • Review the topic • Introduce the e-book • Read the e-book 	
	<ul style="list-style-type: none"> • Review the topic • Re-read the e-book • Share out 		<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> – <i>Show What You Know</i> quiz – <i>Word Match</i> game • Wrap-up discussion 	<ul style="list-style-type: none"> • Optional: Project work time and share out

PACING: SAMPLE USE PATTERN FOR INDIVIDUAL USE

Students can follow **OPTION A** or **OPTION B** above, or use TrueFlix during independent reading time in your classroom. This engages young learners in enriching content discovery through a range of text types and media . . . and frees you up to provide individual coaching, formatively assess young readers with running records, or provide small-group instruction.

General Instructional Plan



- A general instructional plan for teaching with **TrueFlix** units is given below.
- Use the Content Overview Chart on pages 5–7 of this Guide to choose a unit.
- Review the lesson plan that accompanies each unit as a starting point for ideas.
- Determine how much time is needed to cover each session below.
- The general strategies and activities listed are appropriate for use with any unit.

INTRODUCE THE TOPIC

- Show the video to the class. When finished, ask students to tell in their own words what the video was about. Discuss with students what they already know about the topic. Then have students ask questions about what more they would like to learn.
- Preview the list of vocabulary words and their definitions in the e-book. Pronounce each word and help students repeat them. Have students read and discuss each definition and use each word in a sentence. If you have ELL students, make sure you introduce the vocabulary words to them a few days before the lesson.
- Build background knowledge by talking with students about the content-area topic you will be teaching. Activate prior knowledge by asking students questions or having them fill in a KWL chart. Where applicable, explain key phrases and concepts that they will encounter in the video and later in the e-book.

READING THE BOOK

- Have students read the e-book as a class or individually. Depending on grade level and ability, show them how to activate the “read-along” option to hear the story read aloud with word-by-word highlighting. Point out the vocabulary words highlighted in yellow and show them how to mouse over the word to see its definition.
- Divide students into small groups to read to each other and complete a writing activity or answer a discussion question.
- Regroup as a class to share learning.

STUDENT ASSESSMENT

- Use the activities (*Show What You Know* quiz and *Word Match* game) that accompany each unit to gauge student comprehension and vocabulary acquisition.
- Use the small-group classroom activities included in each unit’s lesson plan.
- Assign the unit project; allow wrap-up time in class for students to share their work.

Activities to Promote Key Literacy Skills



TrueFlix can be a valuable part of instructional strategies that target specific literacy skills. General ideas and strategies are provided below. Be sure to consult the lesson plan for each unit to find activities tailored to a specific topic.

READING COMPREHENSION

- Model comprehension strategies such as activating prior knowledge, making predictions, asking questions, and summarizing. Then have students practice and share the strategies they use when reading the e-book independently.
- Encourage students to skim the text first, focusing on title, headings and subheadings, and opening paragraphs to identify main ideas and key details.
- Encourage students to read across a range of text types on a topic by accessing the related content in Explore More and Web links. Assign activities that provide students with opportunities to make connections between the texts.

VOCABULARY

- Encourage students to use new vocabulary words in other contexts.
- Have students brainstorm lists of synonyms and antonyms for the new vocabulary words.
- Ask students to write sentences using the words, write a short passage using the words, or create an illustrated glossary.
- Encourage students to use context clues to figure out unknown words. Remind them to decode unknown words by using what they already know about word structure, syllables, and affixes.





UNDERSTANDING THE STRUCTURE AND FEATURES OF BOOKS

- Ask students to work in small groups to locate the table of contents in the e-book and answer the question that is asked after each chapter. Then have them check their information by finding its source in the chapter.
- Have students identify the graphic elements of the e-book, such as pictures and charts, that provided information.
- Have students explain how text in different parts of the e-book is organized, e.g., compare and contrast, cause and effect, time order, description or list.
- Have students practice using the index to locate key terms and information in the e-book.

WRITING PRACTICE

- Show students the *Find the Truth* question that appears on the topic home page. Have them use the question as a focus for reading. After they have read the e-book, ask them to prepare an extended written response to the question, citing evidence from the text to support their conclusions.

- Use the project ideas to encourage students to practice writing opinion, informative/explanatory, and narrative pieces in response to a topic.
- Lead a discussion with students on the extension questions included with the unit's lesson plan. Then direct students to write brief answers to the questions. Emphasize the importance of using correct spelling and grammar and logical organization of ideas.

RESEARCH SKILLS

- Have students use the project ideas to conduct short research projects using several sources. Point out the steps to follow to complete the assignment.
- Ask students to gather information from multiple sources for their research projects, starting with the content in *Explore More* and the related Web links. Encourage them to use a variety of sources—fiction, primary sources, and media as well as informational texts—to conduct their research.



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