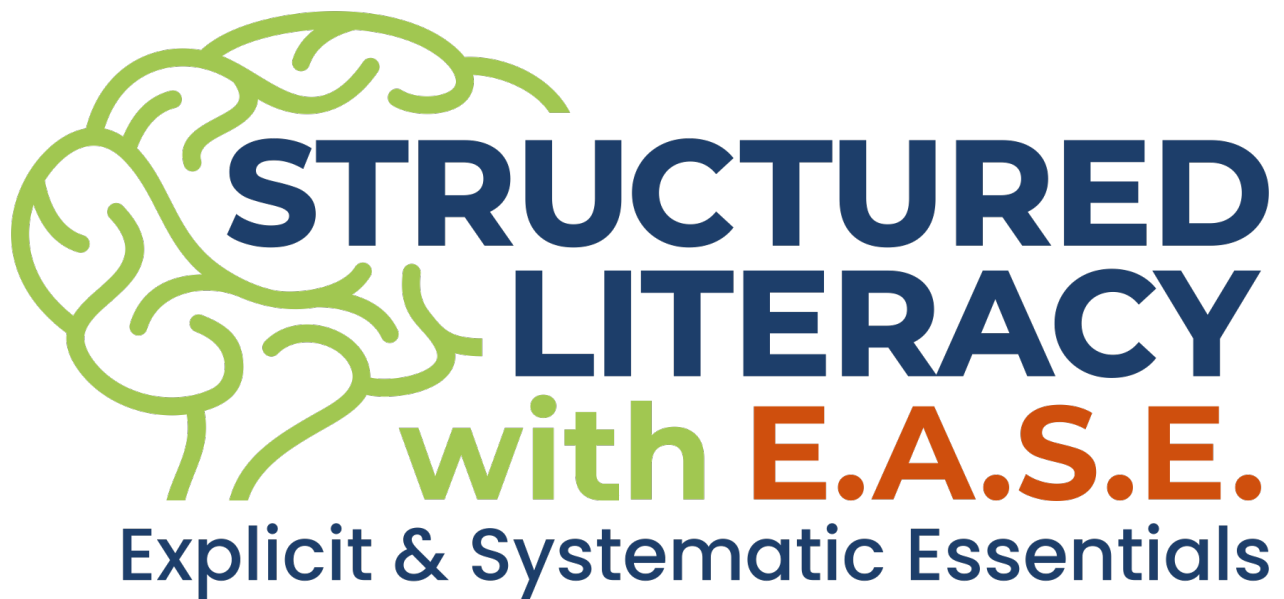




Sample Lessons & Decodable Books

Structured Literacy with E.A.S.E. Scope and Sequence

Sound Sequence Skill(s)	Grade		
1. c /k/	K		
2. s /s/	K		
3. t /t/	K		
4. p /p/	K		
5. f /f/	K		
6. m /m/	K		
7. a /ă/	K		
8. i /ī/	K		
9. g /g/	K		
10. d /d/	K		
11. n /n/	K		
12. b /b/	K		
13. o /ō/	K		
14. k /k/	K		
15. h /h/	K		
16. r /r/	K		
17. u /ū/	K		
18. qu /kw/	K		
19. l /l/	K		
20. j /j/	K		
21. v /v/	K		
22. e /ē/	K		
23. w /w/	K		
24. x /ks/	K		
25. y /y/	K		
26. z /z/	K		

Sequence 1 Skill(s)	Grade		
1. Syllable Type CVC	K	1	2
2. c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/	K	1	2
3. i /ī/	K	1	2
4. g /g/, d /d/, n /n/, b /b/	K		
5. d /d/, b /b/, p /p/, qu /kw/	K		
6. o /ō/	K	1	2
7. k /k/, h /h/, r /r/	K		
8. u /ū/	K	1	2
9. l /l/, j /j/, v /v/	K		
10. _s /z/; _ve /v/	K		
11. e /ē/	K	1	2
12. w /w/, x /ks/, y /y/, z /z/	K		
13. Syllable Sort: CVC	K		
14. Beginning /k/	K		

Sequence 2 Skill(s)	Grade		
1. _ff, _ll, _ss, _zz	K	1	
2. _ck /k/	K	1	
3. sh /sh/	K	1	
4. ch /ch/	K	1	
5. th /th/, /th/	K	1	
6. wh /w/, /hw/	K	1	
7. qu /kw/	K		
8. Blends with r	K		
9. Blends with l	K		
10. Blends with s	K		
11. Final Blends	K		
12. squ_, thr_, shr_		1	
13. ng /ŋ/		1	
14. nk /ŋk/		1	
15. Syllable Division: Compound Words		1	
16. _tch /ch/		1	
17. _dge /j/		1	
18. a, i, o, u, e /ə/		1	
19. Syllable Division: VC/CV		1	
20. Syllable Type VCE; _ce /s/; _ge /j/		1	2
21. a_e /ā/		1	2
22. i_e /ī/		1	2
23. o_e /ō/, /ū/		1	2
24. e_e /ē/		1	2
25. u_e /yū/		1	2
26. u_e /ū/		1	2
27. Syllable Division: VCCCV		1	
28. Syllable Sort: CVC, VCE		1	

Sequence 3 Skill(s)		Grade	
1. Suffixes _s, _es		1	
2. Syllable Type VV		1	2
3. ai /ā/		1	2
4. ay /ā/		1	2
5. ee /ē/		1	2
6. ea /ē/		1	2
7. oa /ō/		1	2
8. oe /ō/; ie /ī/		1	2
9. ea /ě/, /ā/		1	2
10. Syllable Sort: CVC, VCE, VV		1	
11. igh /ī/		1	
12. Possessives		1	
13. Contractions		1	
14. Syllable Type VR		1	
15. ar /ar/		1	
16. or, ore /or/		1	
17. er /er/		1	
18. ir, ur /er/		1	
19. ear /er/, /ēr/		1	
20. air, are, ear /ār/		1	
21. a, i, o, u, e /ə/ (review)		1	
22. Suffix _ing		1	
23. Suffix _ed /t/, /d/, /əd/		1	
24. Suffixes _er, _est		1	
25. Suffixes _ness, _less		1	
26. Suffixes _ful, _ly		1	
27. 1-1-1 Rule		1	
28. Silent e with Suffixes		1	
29. Syllable Sort: CVC, VCE, VV, VR		1	

Sequence 4 Skill(s)		Grade	
1. Plural Possessives			2
2. y /ē/, /ī/			2
3. Syllable Type CV			2
4. a /ā/			2
5. i /ī/			2
6. o /ō/			2
7. u /yū/			2
8. u /ū/			2
9. e /ē/			2
10. Syllable Sort: CVC, VCE, VV, VR, CV			2
11. _ild, _ind, _old, _olt, _ost			2
12. Syllable Division: V/CV or VC/V			2
13. Prefixes un_, re_, in_			2
14. Prefixes sub_, pre_			2
15. Prefixes dis_, mis_, non_			2
16. Prefixes be_, de_			2
17. Syllable Type VV (diphthongs)			2
18. oy, oi /oy/			2
19. ow, ou /ow/			2
20. ow /ō/			2
21. oo /ū/			2
22. oo /oo/			2
23. ue, ui, ew /ū/; ew /yū/			2
24. aw, au /aw/			2
25. a /aw/			2
26. Syllable Sort: CVC, VCE, VV, VR, CV			2
27. Silent Letters			2
28. Suffixes _ion, _ment, _ous			2
29. Suffixes _ish, _able, _ure			2
30. _y + 1-1-1 Rule			2
31. _y Spelling Rule			2
32. Syllable Type C+LE			2
33. Syllable Type C+LE (extended)			2
34. c /s/; g /j/			2
35. Syllable Division: V/V			2
36. Syllable Sort: CVC, VCE, VV, VR, CV, C+LE			2

Sample Lesson

(Sound Sequence)

Second Edition



STRUCTURED LITERACY

with **E.A.S.E.**
Explicit & Systematic Essentials

Sound Sequence

Lesson 8: i /ī/ Day 2

1. Phonological Awareness		3. Letter Formation
Onset and Rime s/p – sip m/d – mid t/p – tip	Alliteration fit	"i" is a vowel and is found between the "h" and "j" in the alphabet. Lowercase "i" is a small letter, so the entire letter (except for the dot) sits between the middle and bottom line. Find and highlight the letter "i" in the alphabet at the top of your worksheet.
Initial Isolation sick (/s/) fit (/f/)	Final Isolation sip (/p/) if (/f/)	Right and Left Hand

Lesson 8: i /ī/ Day 1

This lesson focuses on "i" as /i/ at the beginning and in the middle of words.

Related sound skills include:
→ Short Vowel Sounds: *i/ (SS, L7; S1, L2); *ī/ (SS, L8; S1, L3; SUPP); *o/ (SS, L13; S1, L4; SUPP); *u/ (SS, L17; S1, L6; SUPP); *e/ (SS, L22; S1, L11); *a/ (SS, L2; S2, L18; SUPP)
*voiced sound

1. Skill Review
Decoding Graphemes
c (/k/), s (/s/), t (/t/), p (/p/), f (/f/), m (/m/), a (/ə/ regular and nasalized)
Encoding Phonemes
N (/N/), /p/ (p), /t/ (t), /m/ (m), regular /ə/ (ə), nasalized /ə/ (ə)

2. High-Frequency Words
Review: the, of, and, a, to, in, is
Introduce: you

3. Phonological Awareness
Guided Practice To write the uppercase letter, "I", start at the top line, go down to the middle line, and then across the top line across the middle line with gradual release.

4. Letter Formation
Right Hand Left Hand
i y

5. Sound in Board
w a s
f r o m

6. Sound in Word
i /i/ iguana
k /k/ kid
h /h/ hen

7. Sound in Sentence
The iguana is a lizard.
The kid is a boy.
The hen is a bird.

Lesson 6: m /m/

Day 1

This lesson focuses on “m” as /m/ at the **beginning** and **end** of words.

Related sound skills include:

→ **Other Nasal Sounds:** */n/ (SS, L11); */ŋ/ (S2, L13)

→ **Other Bilabial Sounds:** /p/ (SS, L4); */b/ (SS, L12); */w/ (SS, L23); /hw/ (S2, L6)

*voiced sound

We have already learned a sound that will help us make the /m/ sound. Let's make a bilabial sounds by putting our lips together like this (model): /p/.

Guided Practice To make the /m/ sound, put your lips together (**bilabial**) and hum. Make sure to keep your lips closed so that the air and sound come out of your nose. Model with gradual release.

1. Skill Review

Decoding Graphemes

c (/k/), **s** (/s/), **t** (/t/), **p** (/p/), **f** (/f/)

Encoding Phonemes

/k/ (c), /s/ (s), /t/ (t), /p/ (p), /f/ (f)

2. High-Frequency Words

Review: the, of, and, a, to

Introduce: in

3. Phonological Awareness

Oral Syllable Awareness

Blend, Detect, Segment: mid/night

Add: fin + muf at the beginning (muffin)

Delete: musical - al (music)

Substitute: mindless, less → ful (mindful)

Rhyme Recognition

mop – top (y)

mid – lid (y)

Rhyme Production

met

4. Skill Introduction

A common sound the letter “m” represents is /m/. It can be heard at the **beginning** of the word *moon* and at the **end** of the word *ham*. Let's complete activities to help us identify the /m/ sound in words.

5. Oral Articulation

/m/ is a **continuous** sound, which means that it can be stretched out for as long as you have breath. When you make the /m/ sound, you feel your vocal cords vibrating because it is a voiced sound. This is a **nasal** sound, which means the air escapes through the nose instead of the mouth.

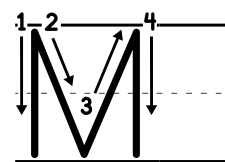
Corrective Feedback

→ If students have difficulty articulating the /m/ sound, ask them to pinch their noses to understand that the sound cannot be made without pushing air through the nose.

6. Letter Formation

“M” is a consonant and is found between the “L” and “N” in the alphabet. Find and highlight the letter “M” in the alphabet at the top of your worksheet.

Right and Left Hand



Guided Practice To write the uppercase letter, start at the top. Draw a straight line from top to bottom. Lift. Return to the top. Draw a diagonal line from the top to the bottom right. Draw a diagonal line from the bottom to the top right. Draw a straight line from top to bottom. Lift. Model with gradual release.

7. Multisensory Exercises

m /m/ moon

8. Application

Let's practice identifying the /m/ sound in words. Draw three circles on the board.

Guided Practice Think of the word *mat*. I hear three sounds in the word: /m/, /ă/, /t/. As you say each sound, tap its corresponding circle

to show sound placement in the word.

I hear the /m/ sound first, so /m/ is the beginning sound in this word. Color in the first circle. Model with gradual release.

Answers: gem (E), gum (E), map (B), mom (B/E)

Lesson 6: m /m/

Day 2

1. Phonological Awareness

Onset and Rime

m/op – mop

h/am – ham

m/ad – mad

Alliteration

mud

Initial Isolation

man (/m/)

mitt (/m/)

Final Isolation

mess (/s/)

mom (/m/)

2. Differentiated Skill Review

Students needing additional support to master the skill should repeat the Day 1 multisensory exercises.

To isolate the focus sound, let students use discs to tap out the phonemes in the following words: **mat**, **ham**, **mom**, **mug**. Ask them to identify where the /m/ sound appears in each word.

Students needing a challenge can apply sound knowledge to larger words. Read the following words aloud and ask students in which syllable and phoneme they hear the /m/ sound: muf/fin, mush/room, sum/mer/time, bread/crumb.

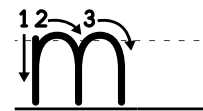
- **sum/mer/time** – The single /m/ sound toward the beginning of this word is spelled “mm,” and the two letters are split into two different syllables (S2, L19).
- **bread/crumb** – The /m/ sound at the end of the second syllable is spelled “mb,” and the “b” is silent (S4, L27).

For further extension, have students revisit the Day 1 Focus Skill Practice activity and write the letters that correspond with the phonemes in the circles.

3. Letter Formation

“M” is a consonant and is found between the “L” and “N” in the alphabet. Lowercase “m” is a *small* letter, so the entire letter sits between the middle and bottom line. Find and highlight the letter “m” in the alphabet at the top of your worksheet.

Right and Left Hand



Guided Practice To write the lowercase letter, begin on the middle line. Draw a line from the middle to the bottom. Trace the line back to the middle. Make two humps that stop on the bottom line. Lift. Model with gradual release.

4. Application

The /m/ sound can be heard at the beginning and/or end of a word. Draw three circles on the board.

Guided Practice Think of the word *mom*. I hear three sounds in the word: /m/, /ŏ/, /m/. As you say each sound, tap its corresponding circle to show sound placement in the word.

I hear the /m/ sound first and last, so /m/ is the beginning and ending sound in this word. Write the word *mom* on the board.

Now I will look at the written word and circle the letters that represent the sound. I know that /m/ comes at the beginning and end and that “m” represents the /m/ sound at the beginning and/or end of a word. Circle the “m” at the beginning and end of the word. Model with gradual release.

Answers: mop (B), mad (B), hem (E), *mix (B)

*The “x” in this word represents two sounds but shares a single grapheme.

5. Concepts of Print

Word Concepts

- Paragraph
- Number of Sentences in a Paragraph
- First Word on a Page
- Last Word on a Page

Directionality Concepts

- Beginning of the Text
- Reading Top to Bottom
- Return Sweep

Reading Concepts

- Long Pause between Sentences

You have learned that you begin with the first word and read from the left to the right when reading sentences. You have also learned to pause between words and how to match the printed text to the spoken words. Write this paragraph on the board, making sure to create the line breaks where they appear below:

The rat sat by the bat. The
bat sat by the cat. The cat
was on a mat with a map
in its lap.

Draw a rectangle around the words and sketch stick figures of a rat and a bat above the words so it looks like a page out of a book.

Now you will learn what to do when you encounter multiple lines of text. When an author wants to tell a complete story, they must use multiple sentences. Together, these sentences form a **paragraph**. Often, we know where a paragraph begins because we see a big space before it called an indentation. I can count the **number of sentences** in this paragraph by looking for the capital letters and ending punctuation. Refer to the paragraph to show the indentation and count the three sentences by underlining each one.

Readers need to watch for clues to know how to read sentences in a paragraph. Imagine this is the page of a book. I want to read this page, so I have to know where to begin and end. I know to start reading at the **beginning of the text**. This is where I see the **first word on**

the page after the indentation. Refer to the paragraph and circle the first word in the paragraph, *The*.

Next, I know to stop reading when I reach the **last word on the page**. Refer to the paragraph and circle the last word in the paragraph, *lap*.

To get from the first word to the last word, I must read from the left to the right and from the **top to the bottom**. As I read a line from the left to the right, I will get to the end of the line and move down to the next line, reading the new line from the left to the right. Moving from the end of one line to the beginning of the next is called a **return sweep**. This pattern continues until I have read all the lines. Lastly, notice how I briefly pause between words while creating a **longer pause between sentences**. Refer to the paragraph, creating the left-to-right, top-to-bottom motions while dragging a finger under the words. Pause when you get to the end of a line to point out that the next motion is called a return sweep.

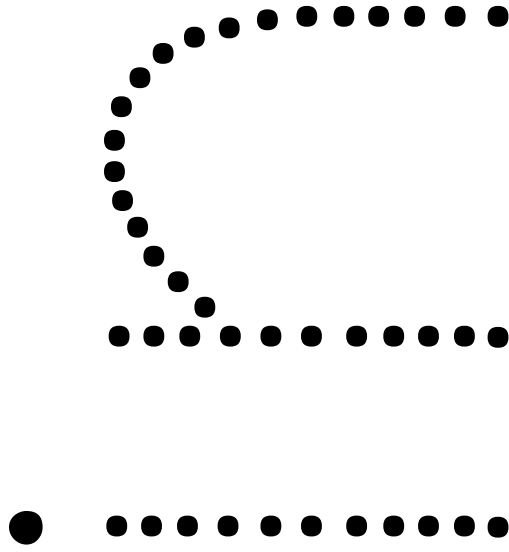
Student Activity

Look at the book pages on your paper. Find the first word of the text on the first page. Hint: Look for the indentation. I am going to read the sentences to you. Follow along with your finger and notice how we move from left to right, top to bottom. Notice how I briefly pause between words and pause longer between sentences. Follow the return sweep dots at the end of the lines to help you move on to the next line. Check to make sure students are following along. Provide corrective feedback as needed.



High-Frequency Word Forming Mat

Practice building the word below. As you build and/or trace each letter, say the letter name aloud.

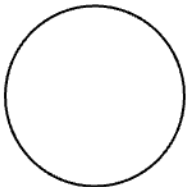
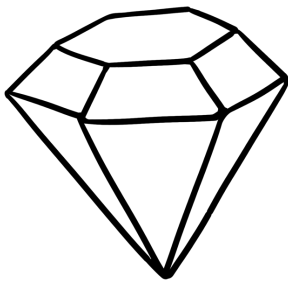




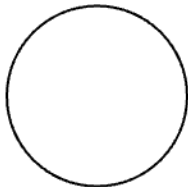
Day 1 Focus Skill Practice

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

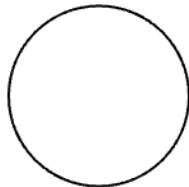
M M M M M M M M



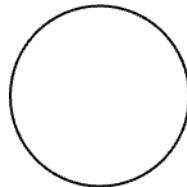
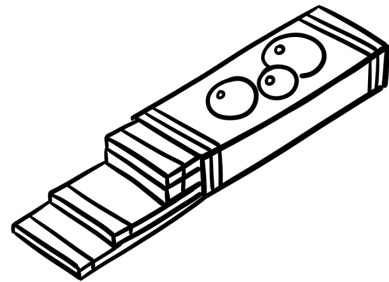
beginning



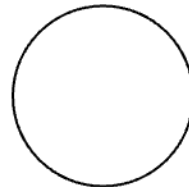
middle



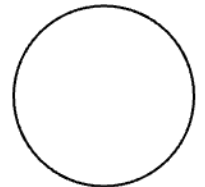
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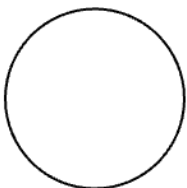
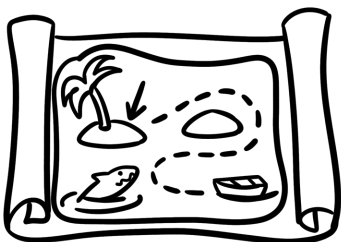
beginning



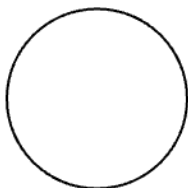
middle



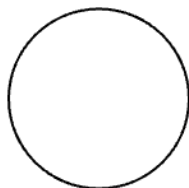
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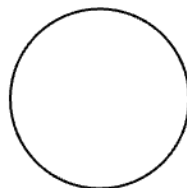
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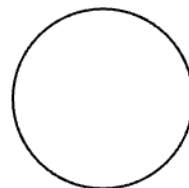
middle



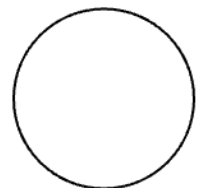
end



beginning



middle



end



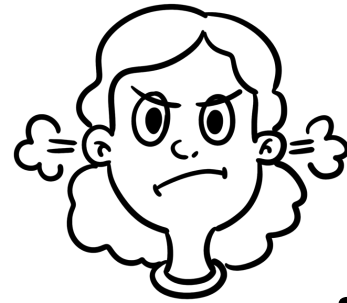
Day 2 Focus Skill Practice

abcdefghijklmnopqrstuvwxyz

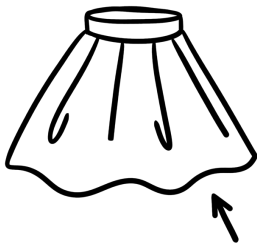
m m m m m m m m m m



mop



mad



hem



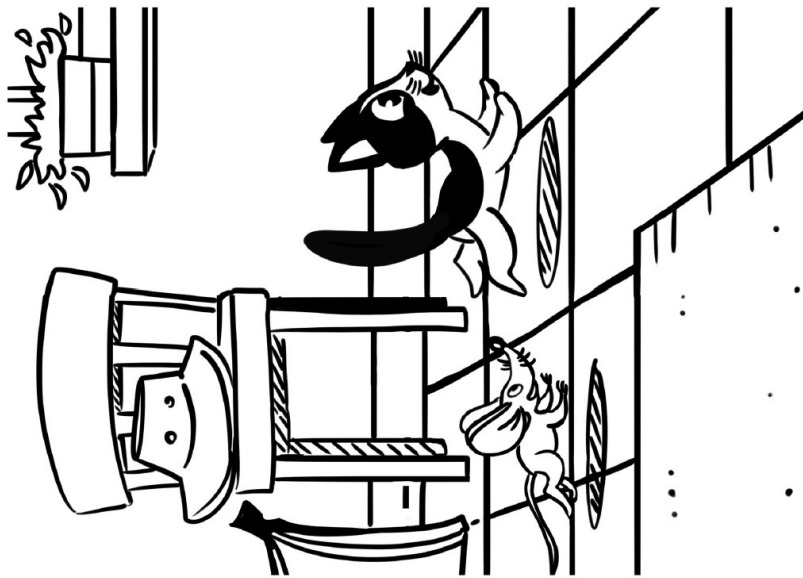
mix



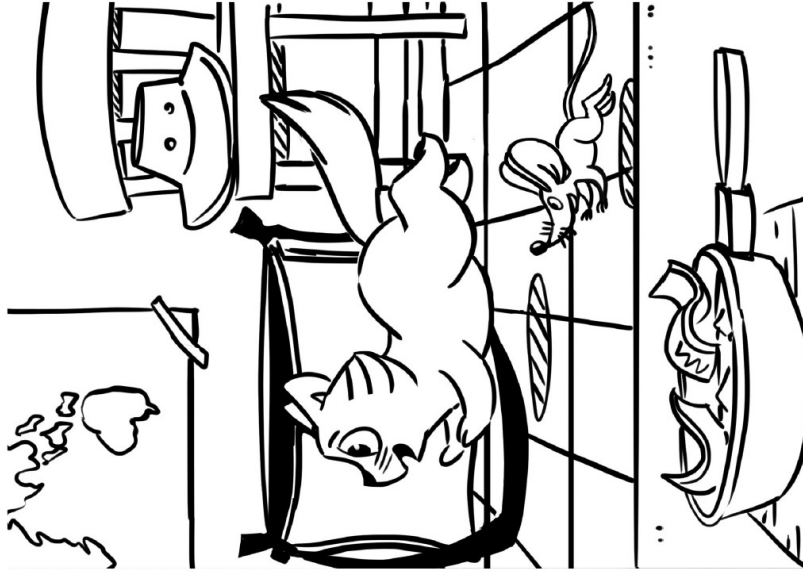
Concepts of Print

Sound Sequence: Lesson 6

New Skill Use the book pages below to complete the teacher-led activities.



Max the rat ran and ran at the ...
... cats. Pam ran by a hat.



Sam ran to the map and by ...
... the pan of ham. He sat.

Sample Lesson

(Sequence One)

Second Edition

STRUCTURED LITERACY

with E.A.S.E.

Explicit & Systematic Essentials

Sequence 1

Lesson 6: o / ɔ /

Day 1

This lesson focuses on applying knowledge of o / ɔ / to CVC words.

1. Skill Review

Decoding Graphemes

1 (j)j, v (v)l, w (w)l, x (k)l, y (j)l, z (z)l, c (k)l, s (s)l, t (t)l, p (p)l, f (f)l, m (m)l, a (a)l regular and nasalized, i (i)l, g (g)l, d (d)l

2. Irreg

Review

frequent

Extend

been

what

where

Initial

Segment

4. Skill

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

Review

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Review

Review

Review

Review

Review

word *offer* and in the *middle* of the word *pot*. We will complete activities to help us identify the / ɔ / sound in words.

Review the CVC syllable type. Write the word *pot* on the board. When a word follows the CVC pattern, the vowel in the middle represents a short vowel sound. The word *pot* follows the CVC pattern: "p" and "t" are both

Lesson 6: o / ɔ /

Day 3

1. Phonemic Awareness

Blending

/k/ /o/ /d/ (cod)

/t/ /o/ /t/ (tot)

Segmenting

mom (/m/ /o/ /m/)

log (/l/ /o/ /g/)

Substitution

cat - /k/ -> /j/ (got)

map - /m/ -> /p/ (pap)

pot - /p/ -> /d/ (pod)

Small-Group Support - Comprehension

Differentiate levels of support in **vocabulary, metacognitive strategies, comprehension skills and strategies, and verbal reasoning**. See Day 3 Lesson Procedures for details.

2. Vocabulary

worry: The pigs in this story worry about Max.

Why are they worried? Complete the dictionary skills for **worry**.

• Definition - to be anxious about something

• Synonyms - fret, agonize, dwell

• Antonyms - accept, endure

After using my background knowledge, I now understand that the friends want to check the mud pit for Max because they think he might be cooling down from the hot sun in the mud pit with the pig. My confusion is resolved. If you notice a breakdown in your comprehension when you read, pause and apply your background knowledge to the story.

4. Comprehension Skills and Strategies

Most fiction stories include a setting, characters, a problem, and a solution. Identifying these **story elements** helps the reader understand the story better. Today, we will focus on the story's **setting**. The setting is when and where the story takes place. The author and illustrator take time to reveal details about the setting so that the reader can picture it in their minds. Close your eyes and imagine the setting of this story. What do you picture? What time of year is it? Are there objects, buildings, or elements of nature in your mental picture? Describe the setting. (The setting of the story is the farm during the day.)

/ ɔ /

o

a

what

wh a

Lesson 2: c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

Day 1

This lesson focuses on applying knowledge of c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/ to CVC words.

1. Skill Review

Decoding Graphemes

a (/ă/ regular and nasalized), **i** (/ɪ/), **g** (/g/), **d** (/d/), **n** (/n/), **b** (/b/), **qu** (/kw/), **o** (/ɔ/), **k** (/k/), **h** (/h/), **r** (/r/), **u** (/ʊ/), **l** (/l/), **j** (/j/), **v** (/v/), **e** (/ɛ/), **w** (/w/), **x** (/ks/), **y** (/y/), **z** (/z/)

2. Irregular High-Frequency Words

Review twenty previously learned high-frequency words, then **introduce** new high-frequency words using **Read, Spell, Write, Extend**.

said – Ben said he was sad.

“ai” is a vowel team that commonly represents the /ā/ sound in VV syllables, but in this word, it represents an irregular spelling for the /ē/ sound.

asked – Mom asked Dad to help.

“ed” is an ending that can be added to verbs to show they happened in the past. This ending commonly represents the /t/ sound.

3. Phonemic Awareness

Initial Isolation

ham (/h/)

bag (/b/)

Segmenting

hat (/h/ /a/ /t/)

and (/a/ /n/ /d/)

Blending

/b/ /a/ /m/ (bam)

/t/ /a/ /d/ (tad)

Initial Deletion

ham (am)

dab (ab)

4. Skill Introduction

Review skill introductions and multisensory exercises for c /k/, s /s/, t /t/, p /p/, f /f/, and m /m/ as needed. (SS, L1-L6)

Review the skill introduction for a /ă/. A common sound the letter “a” represents is /ă/. It can be heard at the **beginning** of the word *apple* and in the **middle** of the word *bat*. This letter can also represent a nasalized sound in the words *ham* and *pan*. Notice that when you say words with nasalized “a,” some air

escapes through your nose. We will complete activities to help us identify the regular /ă/ and nasalized /ă/ sounds in words.

Review the CVC syllable type. Write the word *bat* on the board. When a word follows the CVC pattern, the vowel in the middle represents a short vowel sound. The word *bat* follows the CVC pattern; “b” and “t” are both consonants, and they close in the vowel “a,” causing it to represent the short sound /ă/. I can blend the word *bat* by saying /b/ /ă/ /t/. Model blending the sounds.

Repeat with the word *pan* to show an example that uses the nasalized “a.”

5. Oral Articulation

Review the oral articulation for the sounds /k/, /s/, /t/, /p/, /f/, and /m/ as needed. (SS, L1-L6)

Review the oral articulation for /ă/. /ă/ is a **continuous** sound, which means that it can be stretched out for as long as you have breath. When you make the /ă/ sound, you feel your vocal cords vibrating because it is a voiced sound.

Guided Practice To make the regular /ă/ sound, open your mouth wide and turn on your voice. Lower your top teeth until they touch the sides of your tongue. To make the nasalized /ă/ sound, do the same, but make your voice sound like a whine. Model with gradual release.

Corrective Feedback

- If students have trouble making the /ă/ sound, focus on words that begin with the sound (add, act, apple, am) because it is easier to isolate the first sound of a word.
- If students have difficulty articulating the nasalized /ă/ sound, ask them to pinch their noses as they say words with regular /ă/ (hat, tad, fad) and nasalized /ă/ (ham, tan, fan). With the latter, they will feel vibrations in their noses, demonstrating how the nasalized /ă/ forces air through the nose.

6. Multisensory Exercises

c /k/ cat, s /s/ sock, t /t/ taco, p /p/ pencil,
f /f/ fish, m /m/ moon, a /ă/ apple

7. Word Mapping

Skill Words: am, an, at, can, had, man

Challenge Words: flag, glad, grand, slat,
spam, splat

8. Decoding

Model how to read the **sounds, words, phrases,** and **sentences** on the Day 1 Focus Skill Practice sheet.

9. Encoding

Syntax Activity: Sentence Anagrams

Model sentence: He sat on the map.

Student sentence: He ran by me to the map.

Challenge: He ran by the ham in the pan.

Dictation

Words: nap, jam, pan, bag, nab

Sentence: The cat was sad.

Comprehension: The rat was mad.

Evaluate Data to determine which students need additional **Decoding Support**. See Day 1 Lesson Procedures for details.

Small-Group Support – Front-Loading

Front-load Day 2 material by **building vocabulary, building background knowledge,** and/or a **book preview**. See Day 1 Lesson Procedures for details.

Lesson 2: c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

Day 2

1. Skill Review

Encoding Phonemes

/k/ (c, k), /s/ (s), /t/ (t), /p/ (p), /f/ (f), /m/ (m),
regular /ă/ (a), nasalized /ă/ (a)

2. Irregular High-Frequency Words

Complete **multisensory exercises** for: said, asked

3. Phonemic Awareness

Final Isolation

lag (/g/)
ran (/n/)

Blending

/l/ /a/ /d/ (lad)
/r/ /a/ /m/ (ram)

Segmenting

can (/k/ /a/ /n/)
had (/h/ /a/ /d/)

Final Deletion

cart (car)
pant (pan)

4. Word Chaining

Review Chain: n/a

Word Chain: fad→ bad→ mad→ lad→ sad→
sat→ mat→ bat

Challenge: lag→ flag→ flat→ slat→ slab→
slob→ blob→ blog

5. Concepts of Print

Use the book Sam the Cat to point out and/or model the following concepts.

Letter Concepts

- Lowercase Letters
- Uppercase/Capital Letters
- Letter Names

Before a person can read books, they must know how to read words and sentences. To read words, they must have knowledge of letters. Open to any page in the book. Find four uppercase letters and four lowercase letters. Write them in the correct columns. Then name each letter and its sound. Students complete the Concepts of Print activity.

6. Background Knowledge

Semantics Activity: Synonyms

Start with the word *poke* (a synonym for *jab*, a vocabulary word for this book). With a partner or in small groups, students take turns stating a synonym for the word. When they cannot

think of one, they use a dictionary to find a new word (*jab*, *prod*, *nudge*, *tap*, *ram*, *stick*).

“Before Reading” Questions

This book is called Sam the Cat. It is about three friends who play a game of tag.

- How do you decide who will be “it” when playing tag? (Answers will vary.)
- The animals in this story become exhausted. What does **exhausted** mean? Why are the characters exhausted? (They played tag.)

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the “Decoding” step: **previous skill support**, **focus skill support**, **high-frequency word support**, and **vocabulary support** (terms below for those receiving vocabulary support). See Day 2 Lesson Procedures for details.

jam – a sweet, cooked fruit topping

1. I like jam on my toast.
2. There is a jar of jam by the peanut butter.

nab – to catch or grab

1. The policeman tried to nab the robber.
2. The thief may nab my mom's purse.

7. Decoding

Model how to read the first page of Sam the Cat. Depending on the level of support needed, students read the remaining text using one of the following methods: **echo reading**, **partner reading**, **choral reading**, or **independent reading**.

8. Encoding

Word Collection Skill Words Found in the Book:

am, can, pals, cat, ran, rat, sat, lap, nap, jam, map, ham, pan, bag, nab, jab, tag, gap, tap, had

9. Reading Comprehension

Students complete the Sam the Cat quiz.
Answers: 1) D, 2) B, 3) C, 4) D, 5) B, 6) A

Evaluate Data to determine which students need additional **Comprehension Support**. See Day 2 Lesson Procedures for details.

Lesson 2: c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

Day 3

1. Phonemic Awareness

Blending

/m/ /a/ /p/ (map)

/b/ /a/ /g/ (bag)

Segmenting

at (/a/ /t/)

pan (/p/ /a/ /n/)

Substitution

cat – /k/ → /b/ (bat)

tan – /t/ → /f/ (fan)

sad – /s/ → /l/ (lad)

Small-Group Support – Comprehension

Differentiate levels of support in **vocabulary**, **metacognitive strategies**, **comprehension skills and strategies**, and **verbal reasoning**. See Day 3 Lesson Procedures for details.

2. Vocabulary

exhausted: At the end of the story, the animals are exhausted. Why are they exhausted?

Complete the dictionary skills for **exhausted**.

- Definition – extremely tired
- Synonyms – tired, worn out, weary, drained, fatigued, spent
- Antonyms – energized, vitalized, roused, stirred up

jab: Reread page 10. What do you think the word *jab* means? What text clues make you think so? Complete the dictionary skills for **jab**.

- Definition – to poke quickly or suddenly
- Synonyms – prod, dig, nudge, tap, ram, stick, push
- Antonyms – pull back

3. Metacognitive Strategies

Read page 9 aloud, skipping the word “want.” When I read, I notice a breakdown in my comprehension. I am confused about what “the rat to nap” means. How can I solve this problem? I think I missed some words while I was reading. A strategy I can try is **rereading**.

Reread the page, reading every word. After rereading, I now understand that part of the sentence. It says “Sam, did the rat want to nap?” My confusion is resolved. If you notice a breakdown in your comprehension when you read, reread.

4. Comprehension Skills and Strategies

Summarizing is when we retell the most important parts or aspects of a story. When authors are writing, they carefully put the events in order so that readers are taken through three phases of the story in a natural way. The **beginning** generally introduces the characters and setting. The **middle** describes the problem in the story. The **end** describes the resolution of the story. Do you think this story has a clear beginning, middle, and end? Can you identify the most important details of each part of this story? (In the beginning, the rat tags the cat. In the middle, the characters play tag. At the end, they are all exhausted, so they take a nap.)

5. Verbal Reasoning

“After Reading” Questions

Use your background knowledge and clues from the text to answer the questions.

- How did Max feel at the end of the story? How do you know? (Max felt tired. He says he needs to take a nap after playing tag.)
- Reread page 21. What does “I am a fan of tag” mean in this sentence? (I like tag.)

6. Progress Monitoring

Words: bat, tab, map, gas, fad

Nonsense Words: wab, cag, bap, dat, yan

Sentence: He ran by the ham in the pan.

Evaluate Data to determine each student's **Level of Proficiency** with the current skill. See Day 3 Lesson Procedures for details.

Send home the printable book and the **Learning at Home** sheet.



Day 1 Focus Skill Practice

c /k/, s /s/, t /t/, p /p/,
f /f/, m /m/, a /ă/

Sounds

a

p

l

m

c

n

h

d

j

b

g

w

Words

Irreg. H-F
Words

said

asked

Warm-Up
Words

am

can

had

gap

bag

pals

lap

jab

jam

map

Phrases

cat ran to Pam

rat ran by a bag

gave my leg a

sat in Sam's lap

nab the rat for me

bet the rat is in the

ran by the map

did the rat want

said Pam with a tap

Sentences

1. A rat sat in Sam's lap for a nap.
2. Pam asked, "Sam, did the rat want to nap?"
3. He ran by the map and the pan of ham.



Background Builder

Tag

In this book, the characters play a game of **tag**. In the game of tag, you must be quick and sneaky. It's like playing hide-and-seek, but instead of hiding, you're racing around trying to tag your friends!

Here's how it works: One person starts off as "It," and their mission is to tag someone else to make them "It." But watch out! You don't want to get tagged because then you're the one on the chase! It's a game of cat and mouse, where you're the cat, and everyone else is the mouse, but sometimes, the mouse can outsmart the cat with their lightning-fast moves!

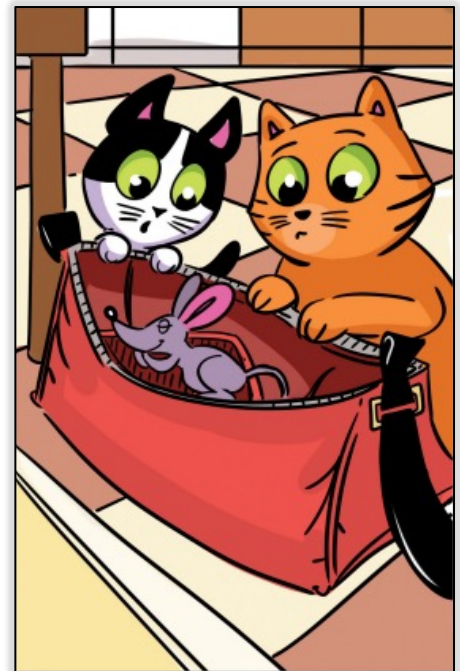


Vocabulary Builder



Word Bank

map	surprise
jam	bag
lap	nap
chair	gap
bread	open
brown	happy





Uppercase and Lowercase Letters

Uppercase Letters

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Lowercase Letters

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____



Uppercase and Lowercase Letters

Uppercase Letters

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Lowercase Letters

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____



Day 3 Focus Skill Practice

c /k/, s /s/, t /t/, p /p/,
f /f/, m /m/, a /ă/

Skills and Strategies

What happened at the **beginning**?

What happened in the **middle**?

What happened at the **end**?

Inferring

How did Max feel at the end of the story? How do you know?

Vocabulary

Draw and/or write the meaning of **exhausted**.

Draw and/or write the meaning of **jab**.



Learning at Home

Students have been learning to read and spell CVC words with the letters and sounds “c” (cat), “s” (sat), “t” (tap), “p” (pat), “f” (fat), “m” (mat), and /ă/ (cap). They have also been learning how to summarize the beginning, middle, and end of a story.

1. Building Words

Cut out the white letter cards to the right. First, ask your learner to identify the sound of each letter. Then, ask them to build as many words as they can using the cards. Each time they build a new word, they write the word (on paper, in shaving cream, etc.). After writing the word, they drag their finger under it as they blend the sounds to read the word.

2. High-Frequency Words

Your learner has been learning to read words with spelling patterns that are irregular to them. Cut out the gray High-Frequency Word Cards to the right and ask your learner to practice reading them. Mix up the order each time they read the words.

3. Reading

Ask your learner to practice reading the book that was sent home. You can ask your learner to read the book to you, and/or you can take turns reading the pages to each other. Read the book multiple times throughout the week.

4. Vocabulary

Ask your learner to describe the meaning of the following words: **exhausted**, **jab**. Ask them to use each word in a sentence. For a challenge, ask them to use both words in a single sentence.

5. Reading Comprehension

Your learner has been learning how to summarize the beginning, middle, and end of a story. Help with this skill by asking them to summarize the beginning, middle, and end of their favorite stories or movies, the book they brought home with this learning guide, and/or any new books you read together this week. Help them understand how summaries include the most important information in the story.

c

s

t

p

f

m

a

said

asked



Sam the Cat Quiz

- 1 Which word rhymes with man?**
A) rat
B) map
C) jam
D) ran

- 2 Which word does NOT rhyme with jab?**
A) nab
B) lap
C) lab
D) tab

- 3 Choose the word that best completes this sentence:
Did Sam see ____ run by?**
A) said
B) by
C) you
D) was

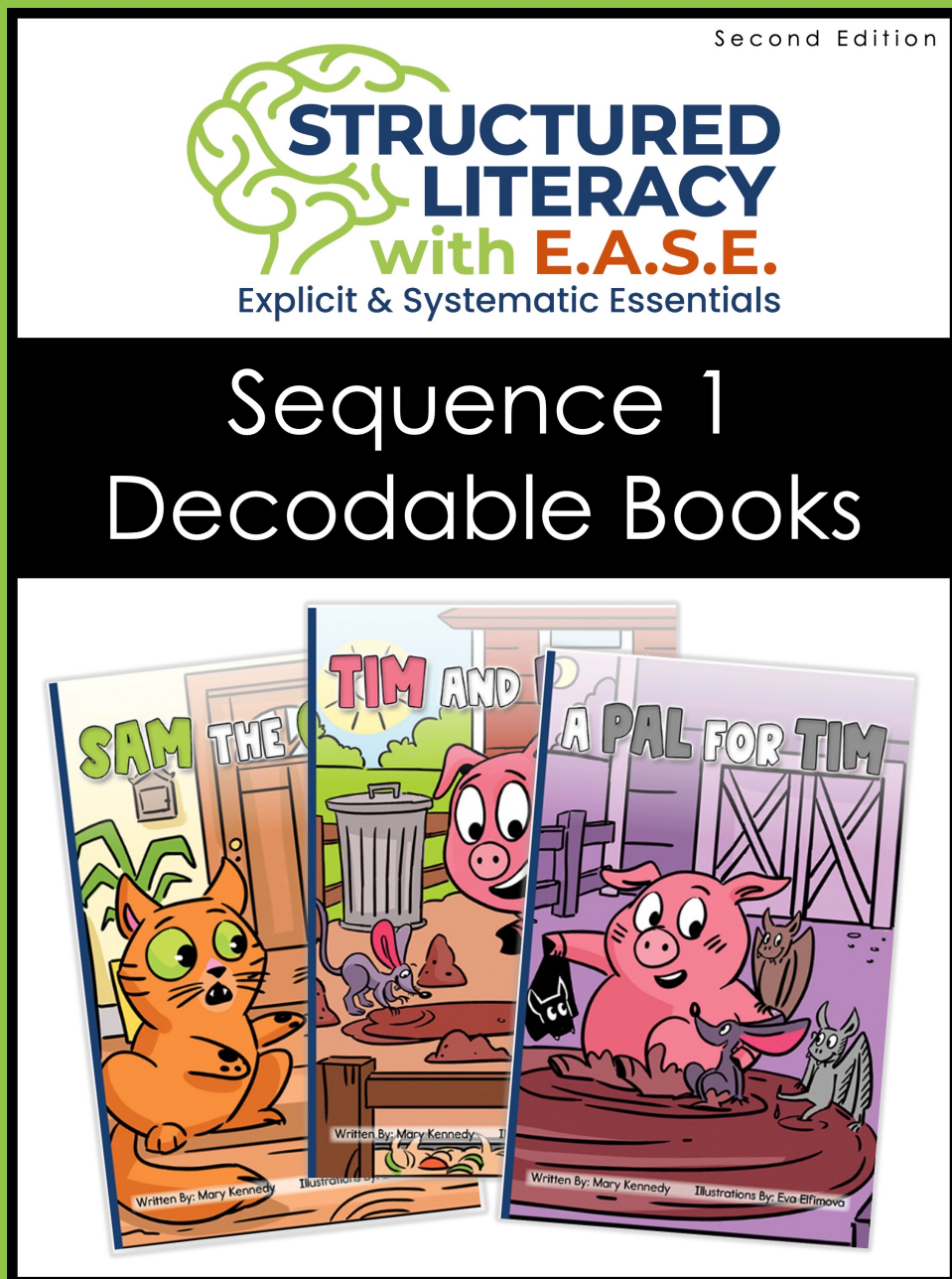
- 4 Who are the characters in this story?**
A) Sam
B) Pam
C) Max
D) Sam, Pam, and Max

- 5 What does Sam do at the end of the story?**
A) He runs.
B) He takes a nap.
C) He plays tag.
D) None of the above are correct.

- 6 How do Max, Pam, and Sam feel at the end of the story?**
A) tired
B) sad
C) hungry
D) silly

Sample Decodable Book

(Sequence One)



SAM THE CAT



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

Set 1

SAM THE CAT



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

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Laprea Education, Inc.

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www.StructuredLiteracy.com

ISBN: 979-8-88741-707-3

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This book is part of the NAVY SET 1 in the structured literacy program, which follows the progression of skills shown below. Dark blue indicates this book's skill focus and where it falls in the overall sequence. In order to successfully read this book, readers should be proficient in all skills that precede the current skill.

Sequence 1

Sequence 2

Sequence 3

Sequence 4

Skills included in this set are:

➔ c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

- i /i/
- g /g/, d /d/, n /n/, b /b/
- d /d/, b /b/, p /p/, qu /kw/
- o /ō/
- k /k/, h /h/, r /r/
- u /ū/
- l /l/, j /j/, v /v/
- _s /z/: _ve /v/
- e /ě/
- w /w/, x /ks/, y /y/, z /z/
- Syllable Sort: CVC
- Beginning /k/

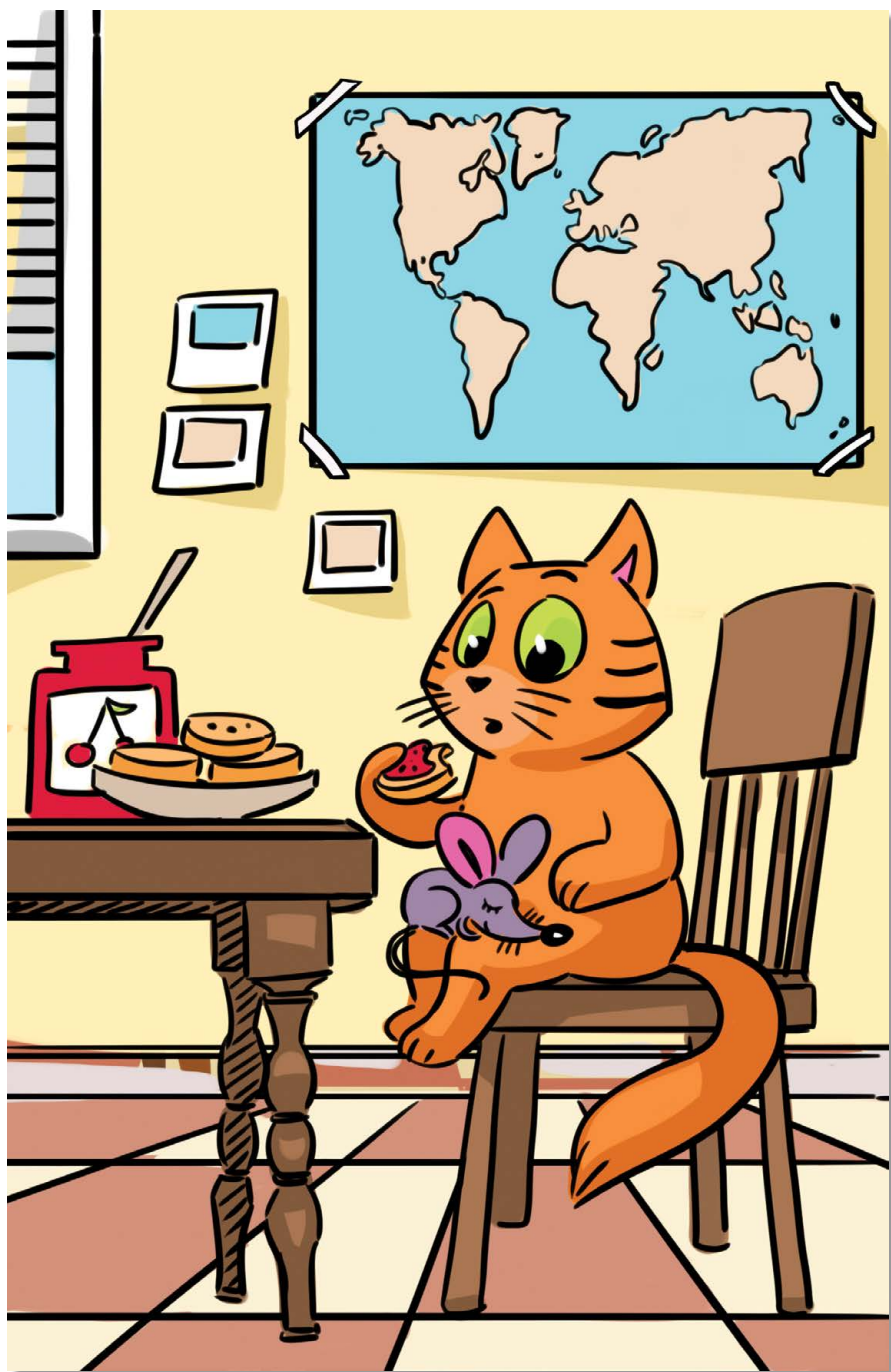
Below are the newly introduced *irregular high-frequency words* (including temporarily irregular words) found in the book, as well as *warm-up words* that highlight the book's focus skill and *preview words* that expose students to upcoming skills.

Irregular High-Frequency Words	Warm-Up Words		Preview Words
said	am	can	(none)
*asked	had	gap	
	bag	pals	
	lap	jab	
	jam	map	

**denotes a temporarily irregular word*



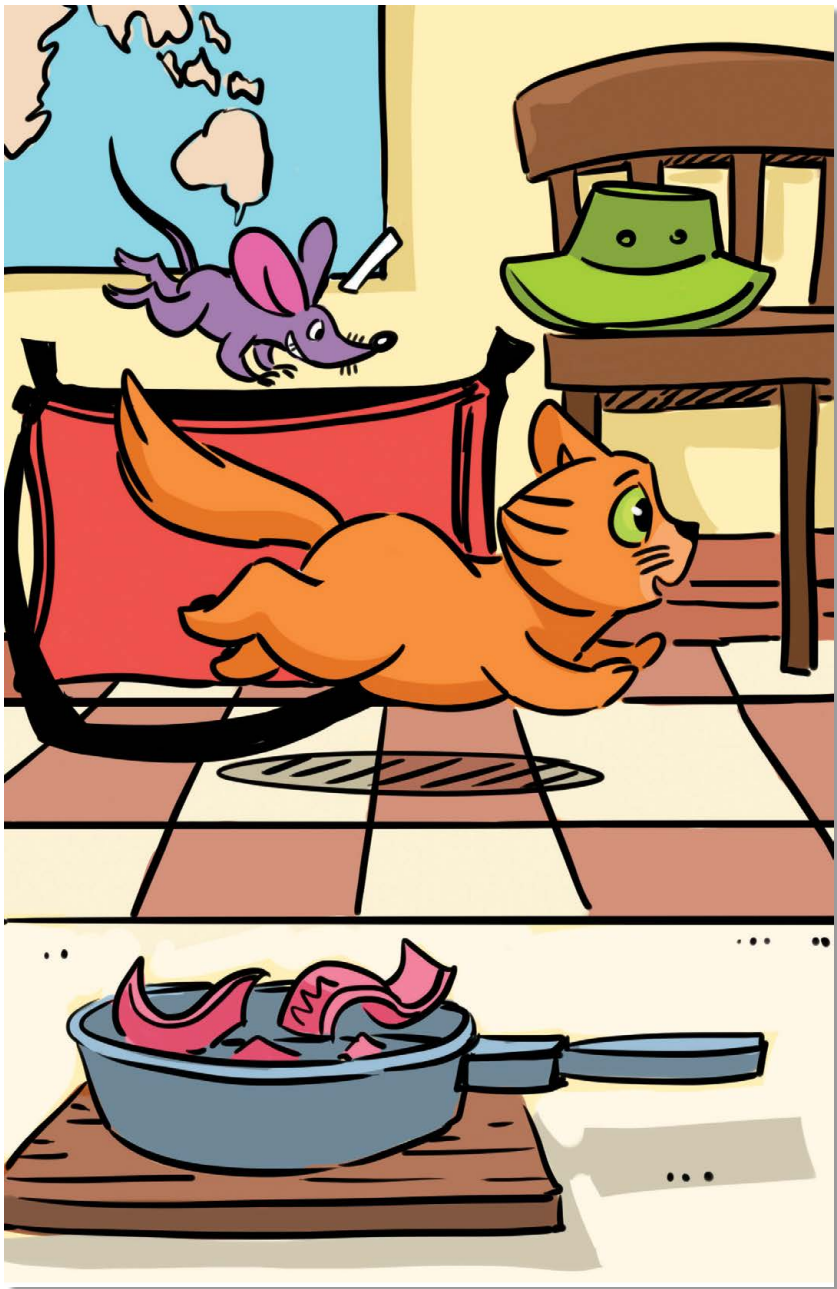
Sam the cat ran to Pam. "The rat ran!" said Sam.



A rat sat in Sam's lap for a nap.



Then the rat ran! He ran by the
map and the pan of ham.



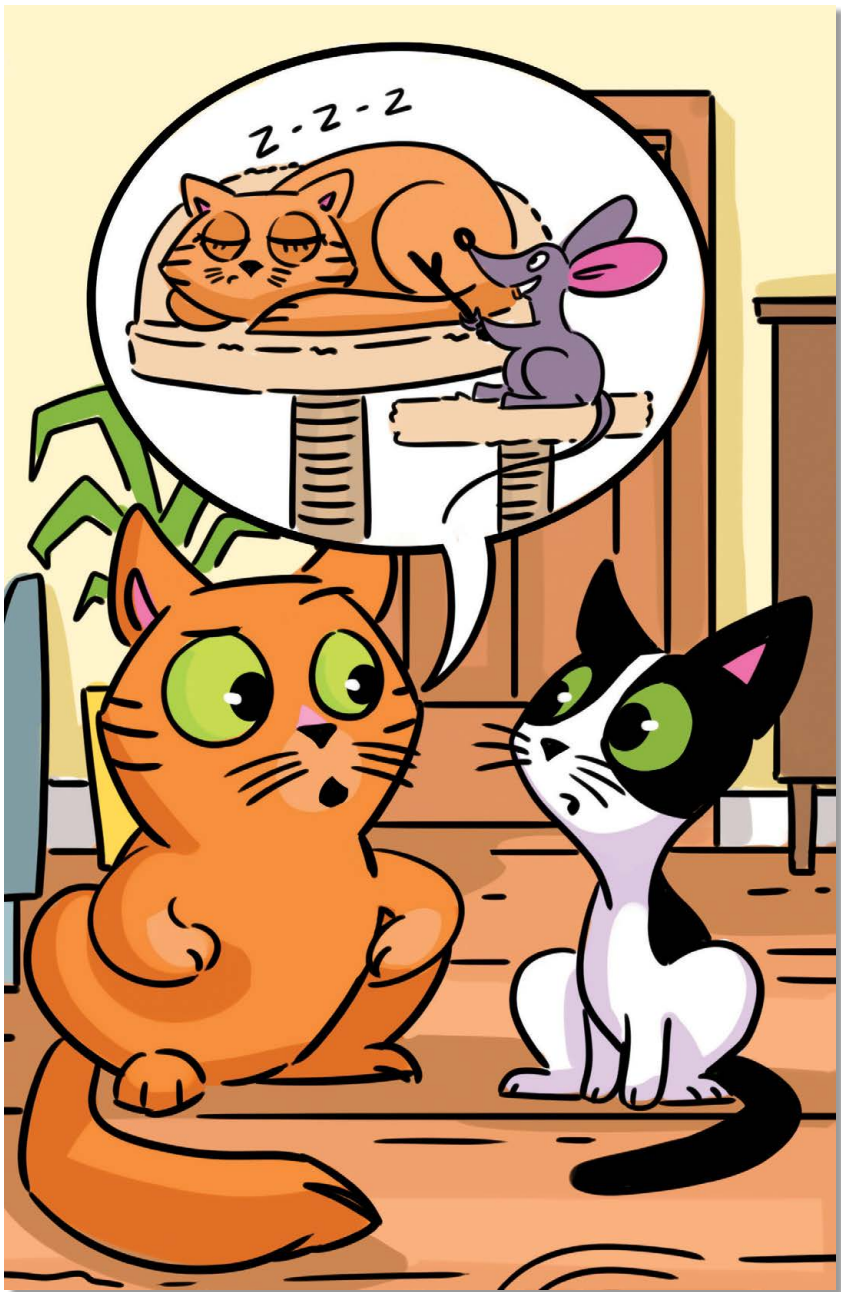
The rat ran by a bag. He ran by a hat.



Sam was sad. "Can you nab the rat for me?" he asked Pam.



Pam asked, "Sam, did the rat want to nap?"



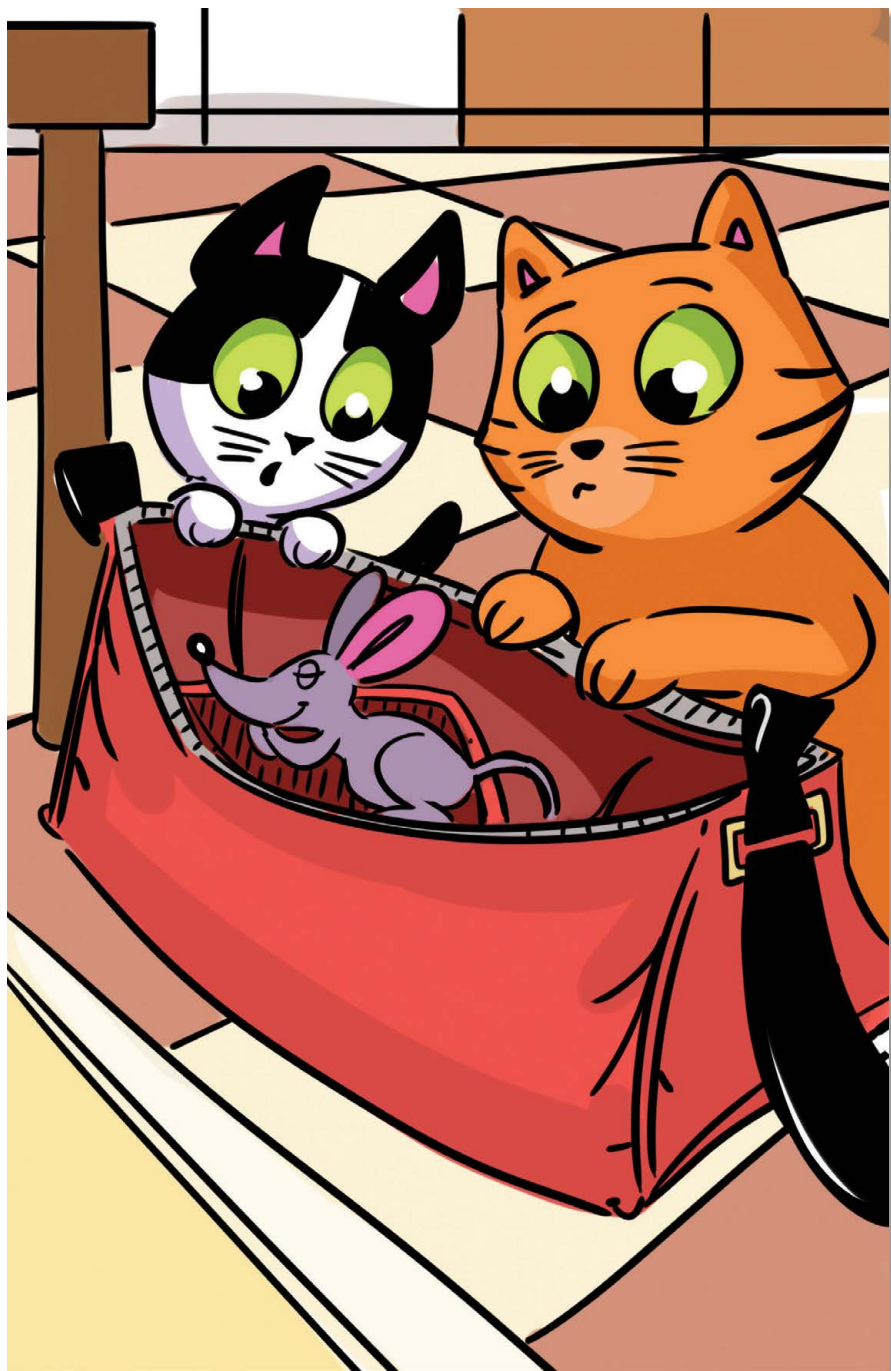
“No,” said Sam. “The rat gave my leg a jab and said ‘tag’ as he ran.”



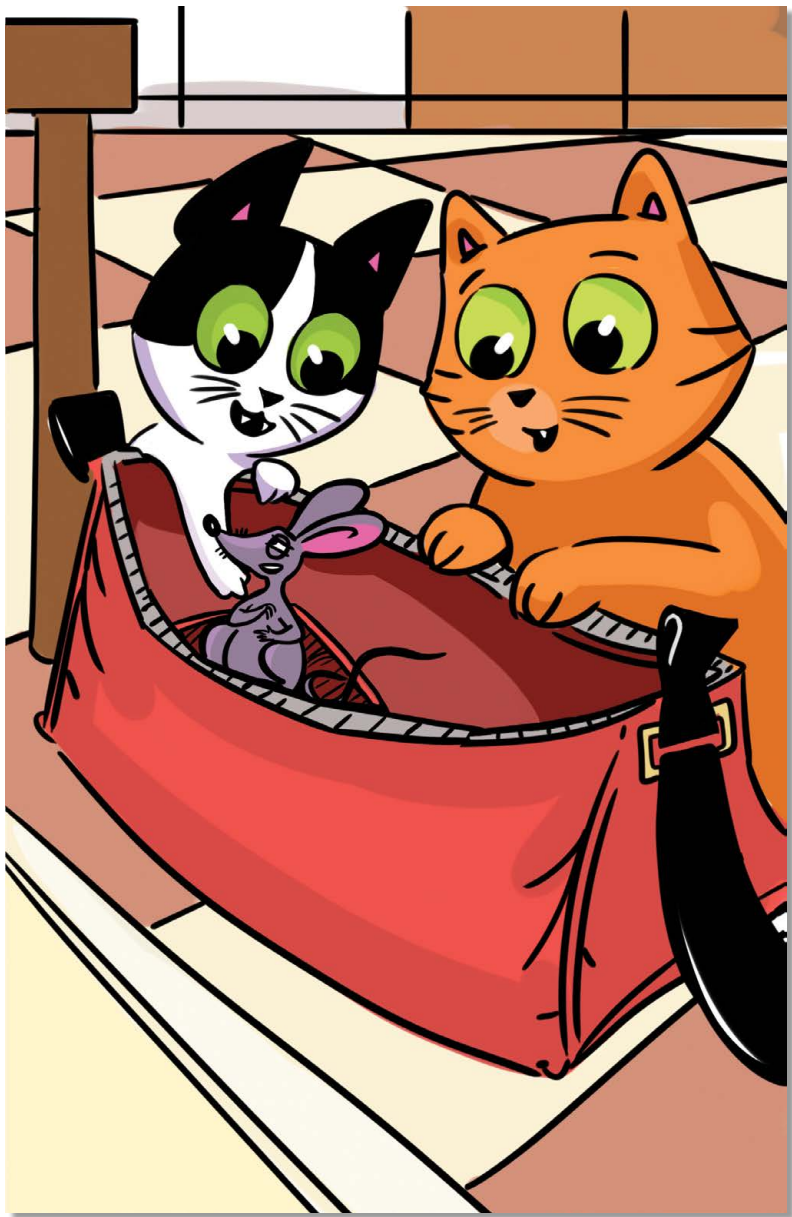
Pam said to Sam, "I bet the rat ran and hid."



Sam said, "I bet the rat is in the bag!"



The rat sat in a gap of the bag.

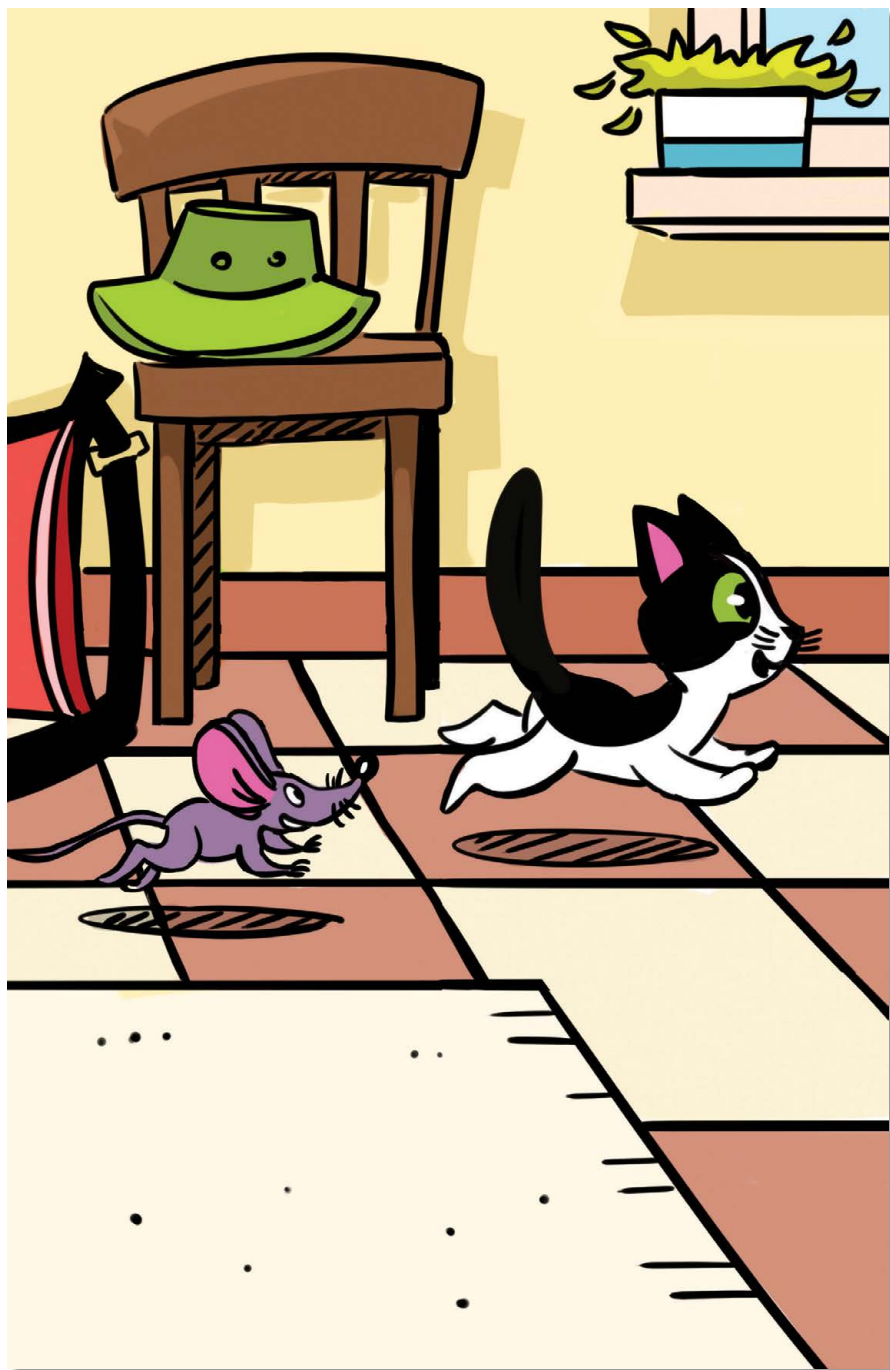


“I am Max,” said the rat.

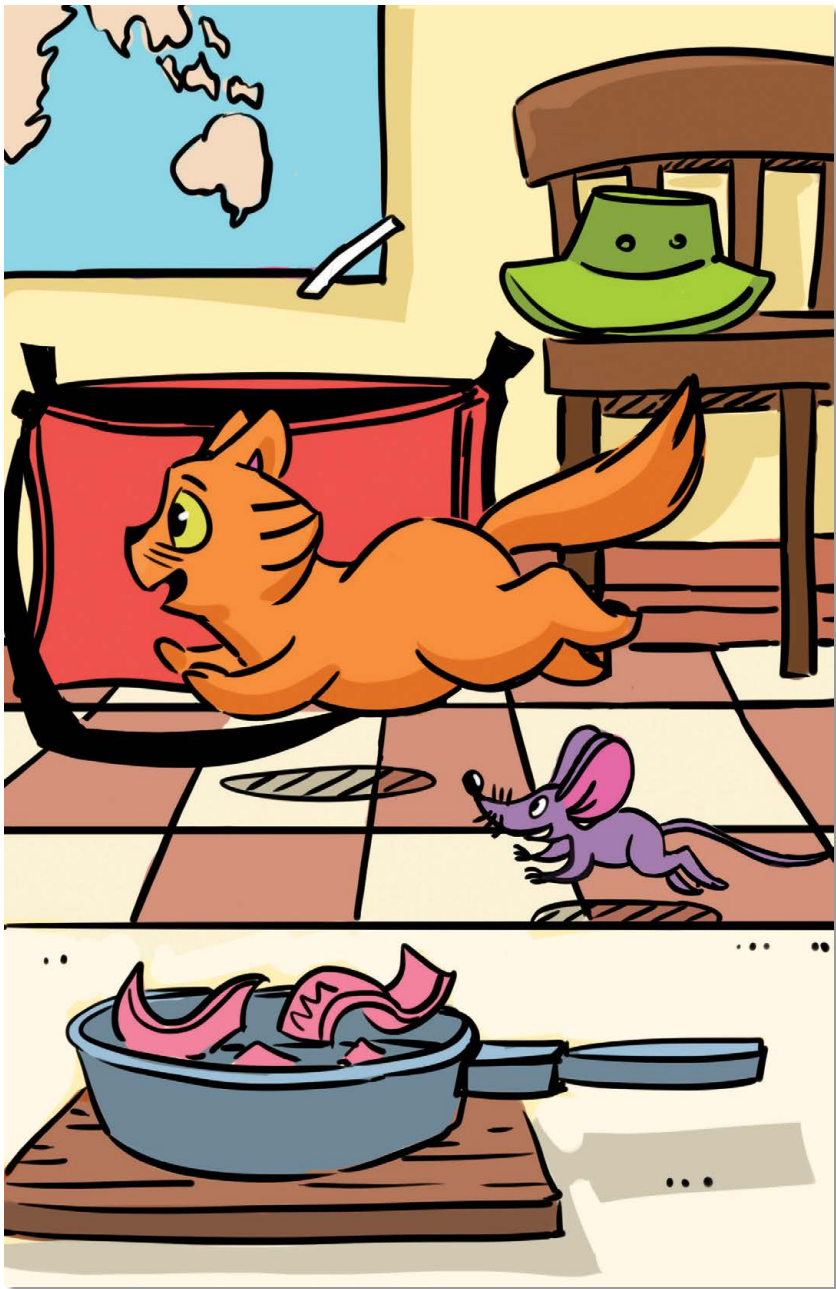
“Tag!” said Pam with a tap. Then
the cats ran.



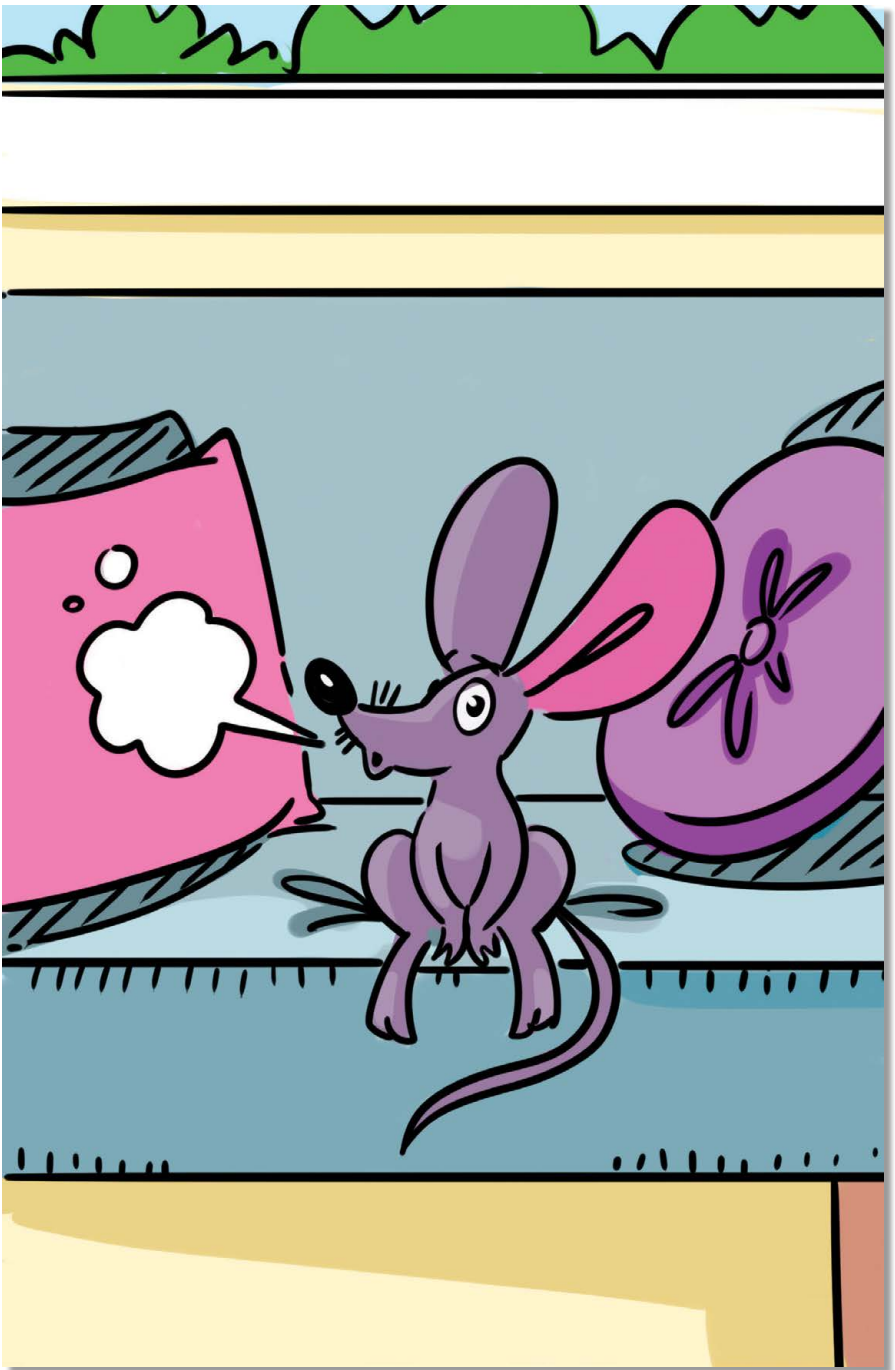
Max the rat ran with Pam and Sam.



Pam ran by a hat.



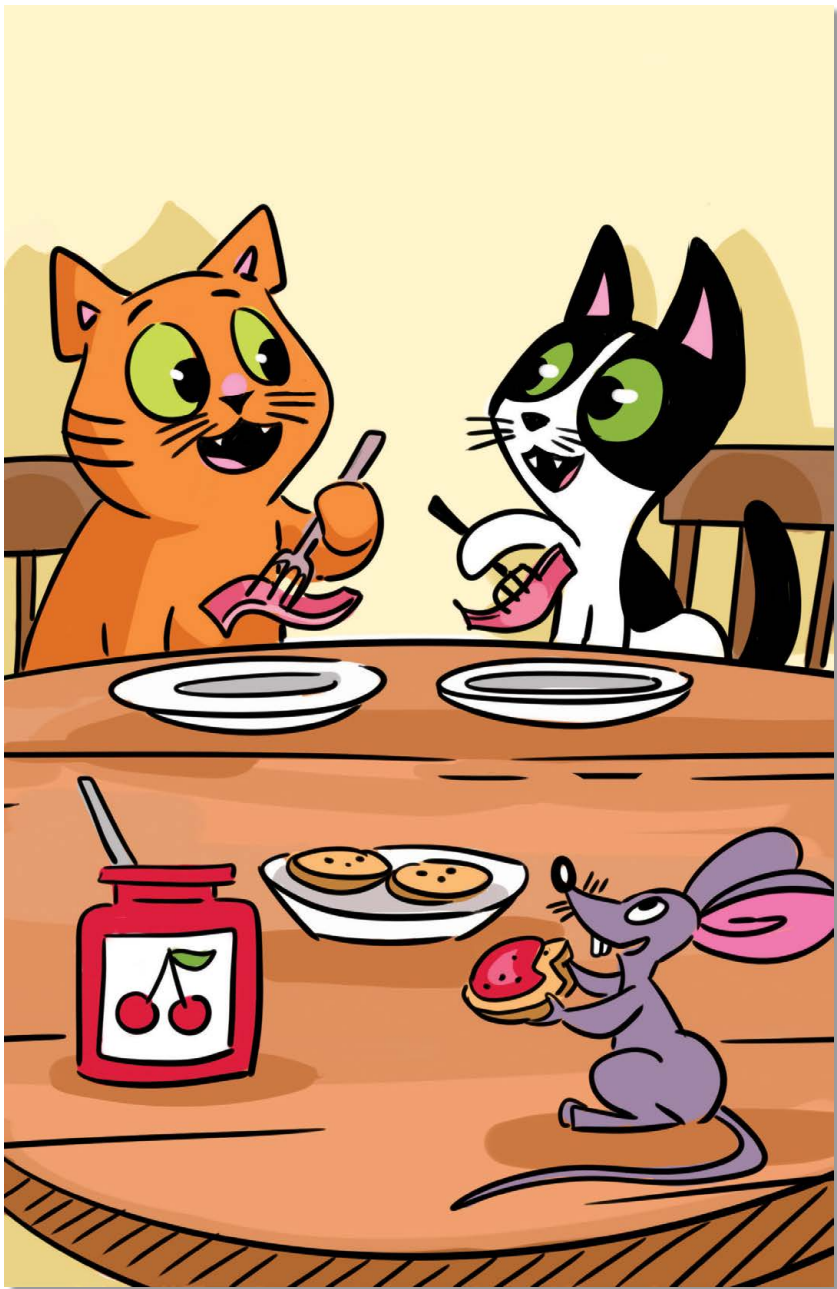
Sam ran by the map and by the pan of ham.



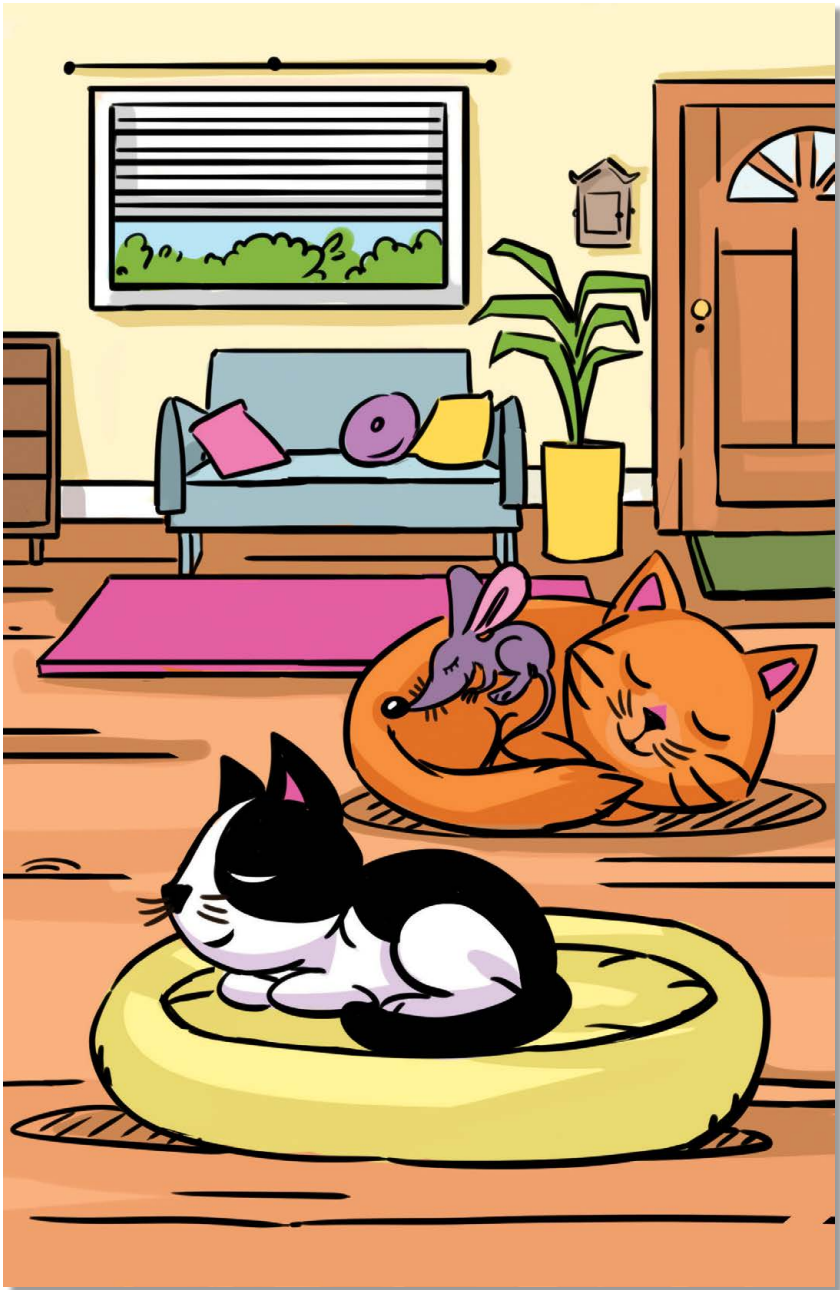
Max the rat said, "That is it."



Pam sat. Sam sat. The rat sat in
Sam's lap.



The cats and the rat had jam
and ham.



Max said, "I am a fan of tag, but let's nap." So the pals did.

c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

Max the rat plays tag
with his cat friends
Sam and Pam.



Successfully
Guiding Readers from
Learning the Code to
Reading for Meaning

Phonics
Skills

Set 1 – Sequence 1 – Lesson 2:

c /k/, s /s/, t /t/, p /p/.
f /f/, m /m/, a /ă/

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Sample Lesson

(Sequence Two)

Second Edition

STRUCTURED LITERACY

with **E.A.S.E.**
Explicit & Systematic Essentials

Sequence 2

Lesson 2: _ck /k/

Day 1

This lesson focuses on "ck" as /k/ at the end of words.

1. Skill Review

Decoding Graphemes

qu (/kw/), o (/o/), k (/k/), h (/h/), t (/t/), v (/v/), l (/l/), j (/j/), y (/y/), x (/ks/), z (/z/), ve (/v/), e (/e/), w (/w/), x (/ks/), y (/y/), z (/z/), ff (/f/), ll (/l/), ss (/s/).

When /k/ is the final sound in a one-syllable word and is preceded by a short vowel sound, it is spelled "-ck." Examples are back, sick, duck, and tick.

2. Irregular High-Frequency Words

through

move

called

initial

segment

4. Skill

Lesson 2: _ck /k/

Day 2

1. Skill Review

Encoding Phonemes

/y/ (y), /l/ (l), /j/ (j), /s/ (s), /z/ (z), /x/ (x), /k/ (c, k, ck)

2. Irregular High-Frequency Words

Complete multisensory exercises for: through, move, called

3. Phonemic Awareness

Final Isolation

quack (/k/)

lack (/k/)

Segmenting

neck (/n/ /e/ /k/)

wick (/w/ /i/ /k/)

4. Word Chaining

Review Chain: hiss → hill → fill → fizz → buzz → buff → cuff

Word Chain: luck → lick → lack → lock → dock → duck → puck → peck

Challenge: stick → slick → slack → black →

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the "Decoding" step: previous skill support, focus skill support, high-frequency word support, vocabulary support (terms below for those receiving vocabulary support), and concepts of print support. See Day 2 Lesson Procedures for details.

6. Decoding

duck could have gotten sick from the polluted water.

Lead small-group lessons to address these areas before moving on to the "Decoding" step: previous skill support, focus skill support, high-frequency word support, vocabulary support (terms below for those receiving vocabulary support), and concepts of print support. See Day 2 Lesson Procedures for details.

luck – to place in a snug or secure spot

1. Tuck your loose hair behind your ear.

2. The kids tuck their dress shirts into their pants.

hack – to chop or cut with heavy blows

1. The explorer had to hack through thick brush to find the treasure.

2. He hacked the tree into pieces of firewood.

6. Decoding

of A Stuck support

lining text

ids: echo

reading, or

d in the Book:

ck, rock, neck,

black

duck quiz:

8, 6j D

which students

minion Support. See

for details.

What a

save a duck

vary.)

The duck visits the vet. What

do you think the duck went to the ve-

vet is a person who cares for animals. The



ck /k/ duck

k /k/ kid

h /h/ hen



/k/

c

k

_ck

ch

through

th r ough

before

b e f ore

Lesson 1: _ff, _ll, _ss, _zz

Day 1

This lesson focuses on “_ff,” “_ll,” “_ss,” and “_zz” at the end of words (the floss rule).

1. Skill Review

Decoding Graphemes

g (/g/), **d** (/d/), **n** (/n/), **b** (/b/), **qu** (/kw/), **o** (/ō/), **k** (/k/), **h** (/h/), **r** (/r/), **u** (/ū/), **l** (/l/), **j** (/j/), **v** (/v/), **s** (/s/, /z/), **_ve** (/v/), **e** (/ě/), **w** (/w/), **x** (/ks/), **y** (/y/), **z** (/z/)

2. Irregular High-Frequency Words

Review twenty previously learned high-frequency words, then **introduce** new high-frequency words using **Read, Spell, Write, Extend**.

does – *Does the man run a lot?*

“oe” usually represents the /ō/ sound in VV syllables, but in this word, it represents the schwa sound

over – *The man ran over the big hill.*

“o” commonly represents /ō/ in CV syllables; “er” represents the /er/ sound in VR syllables

new – *My new cat sat on my lap.*

“ew” is a vowel team that commonly represents the /ū/ sound in VV syllables

3. Phonemic Awareness

Initial Isolation

gaff (/g/)

pass (/p/)

Blending

/p/ /i/ /l/ (pill)

/t/ /o/ /s/ (toss)

Segmenting

buff (/b/ /u/ /f/)

razz (/r/ /a/ /z/)

Initial Deletion

tiff (iff)

bill (ill)

4. Skill Introduction

You have already learned that the letter “f” represents the /f/ sound, the letter “l” represents the /l/ sound, the letter “s” represents the /s/ sound, and the letter “z” represents the /z/ sound. When /f/, /l/, /s/, or /z/ is the final sound in a one-syllable word and is preceded by a short vowel, double the consonant. This creates a *consonant digraph* in which two consonants together make a single sound. Examples are *cuff*, *bell*,

bass, and *jazz*. The exception is when the final /z/ sound is created by the letter “s” as in words like *has*, *is*, and *was*. There are always rule-breakers (if, pal, us, yes, bus, etc.), but this rule works for most words.

Though this lesson focuses on the doubling of “f,” “l,” “s,” and “z,” from this point on, students can apply the knowledge that doubled consonants represent a single sound to other doubled consonants (*cobb*, *odd*, *egg*, *inn*, *app*, *mitt*).

5. Oral Articulation

Review the oral articulation and corrective feedback for /f/, /l/, /s/, /z/ as needed. (SS, L5; SS, L19; SS, L2; SS, L26)

6. Multisensory Exercises

_ff /f/ cuff, _ll /l/ bell, _ss /s/ bass, _zz /z/ jazz

7. Word Mapping

Skill Words: add, miss, off, tell, well, will

Challenge Words: bless, bluff, chess, drill, frizz

8. Decoding

Model how to read the **words, phrases, and sentences** on the Day 1 Focus Skill Practice sheet.

9. Encoding

Syntax Activity: Sentence Elaboration

Model sentence: The cats and snake set off down the hill. (who-the cats and snake; what-set off; where-down the hill)

Student sentence: Pam and Kip went over by the red buds. (who-Pam and Kip; what-went; where-over by the red buds)

Challenge: The pals went past the bog and up a hill to get to the show. (who-the pals; what-went; where-past the bog and up a hill; why-to get to the show)

Dictation

Words: hill, tell, mass, off, jazz

Sentence: Jeff will miss jazz.

Comprehension: The pals will see other hills from the top of the hill.

Evaluate Data to determine which students need additional **Decoding Support**. See Day 1 Lesson Procedures for details.

Small-Group Support – Front-Loading

Front-load Day 2 material by **building vocabulary, building background knowledge,** and/or a **book preview**. See Day 1 Lesson Procedures for details.

Lesson 1: _ff, _ll, _ss, _zz

Day 2

1. Skill Review

Encoding Phonemes

/y/ (y), /k/ (c, k), /f/ (f, _ff), /l/ (l, _ll), /s/ (s, _ss), /z/ (z, s, _zz)

2. Irregular High-Frequency Words

Complete **multisensory exercises** for: does, over, new

3. Phonemic Awareness

Final Isolation

pull (/l/)

mess (/s/)

Segmenting

lass (/l/ /a/ /s/)

bill (/b/ /i/ /l/)

Blending

/k/ /u/ /f/ (cuff)

/j/ /a/ /z/ (jazz)

Final Deletion

less (leh)

puff (puh)

4. Word Chaining

Review Chain: hip→ zip→ zit→ lit→ let→ yet→ vet→ vex

Word Chain: mass→ miss→ mill→ fill→ fell→ tell→ well→ bell

Challenge: class→ clash→ crash→ brash→ brass→ grass→ glass→ gloss

5. Background Knowledge

Semantics Activity: Comparatives and Superlatives

Display pictures of a *gig* from the internet. Students take turns comparing the items from the *gig* (like instruments) using comparison words (bigger, smaller, shorter, longer, harder, louder, etc.). Students must use the word *gig* in their sentence. Begin with an example: At this *gig*, the drums are louder than the guitar.

“Before Reading” Questions

This book is called Jeff Will Miss Jazz. It is about a group of friends who go on a hike but stop to help another friend.

- What is a hike? (A hike is a walk in nature.)
- The pals run into a snake on their hike. What do you know about snakes? How do snakes travel? (Snakes are reptiles. They do not have legs, so they slither to travel.)
- The characters in this story can be considered selfless. What is an example of a **selfless** action? (Answers will vary.)

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the “Decoding” step: **previous skill support**, **focus skill support**, **high-frequency word support**, **vocabulary support** (terms below for those receiving vocabulary support), and **concepts of print support**. See Day 2 Lesson Procedures for details.

hiss – the sound a snake makes

1. I jumped when I heard a hiss in the bushes.
2. Ben heard the snake hiss right before he stepped on it.

buzz – a soft, low hum; the sound a bee makes

1. We heard the bee buzz above our heads.
2. Jean heard the buzz of a bee and ran.

bog – an area of soft, wet earth

1. Our shoes got soaked in the bog.
2. The friends passed by a bog on their way to the playground.

6. Decoding

Model how to read the first page of Jeff Will Miss Jazz. Depending on the level of support needed, students read the remaining text using one of the following methods: **echo reading**, **partner reading**, **choral reading**, or **independent reading**.

7. Encoding

Word Collection Skill Words Found in the Book:

hill, tells, well, will, all, fill, ill, off, hiss, buzz, jazz, miss, pass, grass

8. Reading Comprehension

Students complete the Jeff Will Miss Jazz quiz. Answers: 1) D, 2) C, 3) B, 4) D, 5) C, 6) D

Evaluate Data to determine which students need additional **Comprehension Support**. See Day 2 Lesson Procedures for details.

1. Phonemic Awareness

Blending

/d/ /i/ /m/ (dim)
/r/ /i/ /d/ (rid)

Segmenting

ill (/i/ /l/)
pill (/p/ /i/ /l/)

Substitution

tell – /t/ → /w/ (well)
miss – /m/ → /k/ (kiss)
buzz – /b/ → /f/ (fuzz)
cuff – /k/ → /p/ (puff)

Small-Group Support – Comprehension

Differentiate levels of support in **vocabulary**, **metacognitive strategies**, **comprehension skills and strategies**, and **verbal reasoning**. See Day 3 Lesson Procedures for details.

2. Vocabulary

selfless: Kip and Kim are selfless when they help Jeff instead of doing what they want to do. What does this mean? Complete dictionary skills for **selfless**.

- Definition – having no concern for one's self
- Synonyms – generous, thoughtful, compassionate, gracious
- Antonyms – thoughtless, inconsiderate, insensitive, uncaring

gig: Reread page 20. What do you think a gig is? What text clues make you think so? Complete the dictionary skills for **gig**.

- Definition – a musical engagement
- Synonyms – performance, assignment, engagement
- Antonyms – n/a

3. Metacognitive Strategies

Read page 10 aloud, skipping the second sentence of text. When I read, I notice a breakdown in my comprehension. I am confused about what is happening. Who is the new pal? How can I solve this problem? I think I missed some words while I was reading. A strategy I can try is **rereading**.

Reread the page, reading every word. After rereading, I now understand that Jeff is the new pal that Kim brought back and introduced to the group of friends. My

confusion is resolved. If you notice a breakdown in your comprehension when you read, reread.

4. Comprehension Skills and Strategies

Most fictional stories include these basic **story elements**: a setting, characters, a problem, and a solution. Identifying these elements helps the reader understand the story better. Today, we will focus on the story's problem and solution. The **problem** is the challenge in the story that at least one of the characters must face or overcome. The **solution** is how the problem is resolved. Can you identify Jeff's problem in the story? How was this problem solved? (Jeff's problem is that the snake cannot find his way to the jazz show. If he can't make it there quickly, he will miss it. The problem was solved when Jeff met some new pals who stopped what they were doing to show him the way.)

5. Verbal Reasoning

“After Reading” Questions

Use your background knowledge and clues from the text to answer the questions.

- Do you think the cat friends were upset that their plans changed? What makes you think this? (No, they were happy to help their friend. They still made it to see the band on time.)
- Reread page 4. What does “The sun is up!” mean on this page? (It is daytime or morning.)

6. Progress Monitoring

Words: yell, kiss, buff, will, fuzz

Nonsense Words: vill, nozz, luff, tess, baff

Sentence: I will yell if you miss the hill.

Evaluate Data to determine each student's **Level of Proficiency** with the current skill. See Day 3 Lesson Procedures for details.

Send home the printable book and the **Learning at Home** sheet.



Day 1 Focus Skill Practice

_ff, _ll, _ss, _zz

Words

Irreg. H-F
Words**does****over****new**Warm-Up
Words**miss****off****tells****well****will****grass****pass****jazz****fill****buzz**Preview
Words**snake****feel**

Phrases

cat pals were on the**other hills from the****go look and see****map tells us how to****feel ill at the top of****not miss the jazz gig****need to fill our bags****was a hiss or a buzz****we will pass some**

Sentences

1. The cat pals were on the way to the big hill.
2. “We need to fill our bags for the day,” said Sam.
3. “There was a hiss or a buzz in the grass.”



Background Builder

Jazz

In this book, a character is on the way to a **jazz gig**. Have you ever heard of jazz music?

In jazz, musicians play instruments like trumpets, saxophones, drums, and pianos. But here's the cool part: they don't always follow the same rules as other kinds of music. Instead, they use their imaginations to make up new sounds and melodies as they go along. It's like a musical playground where anything is possible!

Jazz music can be fast and lively and make you want to dance a jig. Sometimes it's smooth and silky, like it is telling a story. No matter what, though, jazz always makes you want to tap your feet and clap your hands.

**Passage also used in S1, L12*

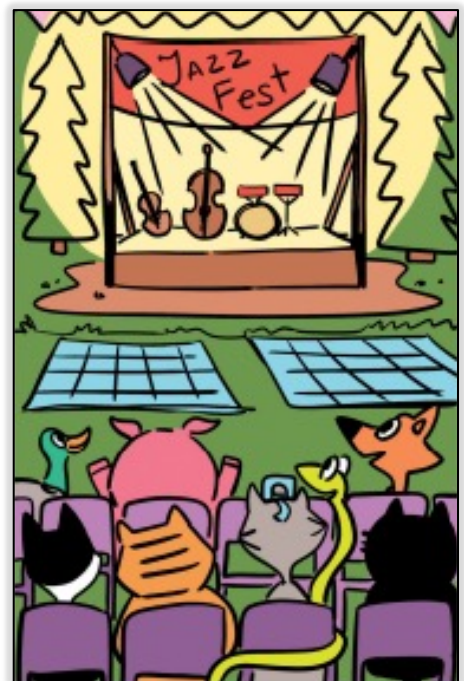


Vocabulary Builder



Word Bank

snake	jazz
hike	gig
pond	stage
forest	audience
reflection	band
backpack	spotlights





Day 3 Focus Skill Practice

_ff, _ll, _ss, _zz

Skills and Strategies

What was Jeff's **problem**?

How was the problem **solved**?

Inferring

Do you think the cat friends were upset that their plans changed? What makes you think this?

Vocabulary

Draw and/or write the meaning of **selfless**.

Draw and/or write the meaning of **gig**.



Learning at Home

Students have been learning to read and spell words that end in “_ff” (off), “_ll” (hill), “_ss” (miss), “_zz” (buzz). They have also been learning how to identify the problem and solution in a story.

1. Building Words

Cut out the white letter cards to the right. First, ask your learner to identify the sound of each letter. Then, ask them to build as many words as they can using the cards. Each time they build a new word, they write the word (on paper, in shaving cream, etc.). After writing the word, they drag their finger under it as they blend the sounds to read the word.

2. High-Frequency Words

Your learner has been learning to read words with spelling patterns that are irregular to them. Cut out the gray High-Frequency Word Cards to the right and ask your learner to practice reading them. Mix up the order each time they read the words.

3. Reading

Ask your learner to practice reading the book that was sent home. You can ask your learner to read the book to you, and/or you can take turns reading the pages to each other. Read the book multiple times throughout the week.

4. Vocabulary

Ask your learner to describe the meaning of the following words: **selfless**, **gig**. Ask them to use each word in a sentence. For a challenge, ask them to use both words in a single sentence.

5. Reading Comprehension

Your learner has been learning how to identify the problem and solution in a story. Help with this skill by asking them to identify the problem and solution of their favorite stories or movies, the book they brought home with this learning guide, and/or any new books you read together this week. Help them understand that being able to identify the problem and how it is solved helps the reader to better understand the story.

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ff

ss

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does

over

new



Jeff Will Miss Jazz Quiz

- 1 Which word is spelled correctly?**
A) af
B) mis
C) ooff
D) tell

- 2 Which word is NOT a nonsense word?**
A) leff
B) noss
C) buzz
D) vess

- 3 Choose the word that best completes this sentence:**
We _____ to fill the bags.
A) does
B) need
C) new
D) will

- 4 Who finds Jeff?**
A) Pam
B) Sam
C) Kip
D) Kim

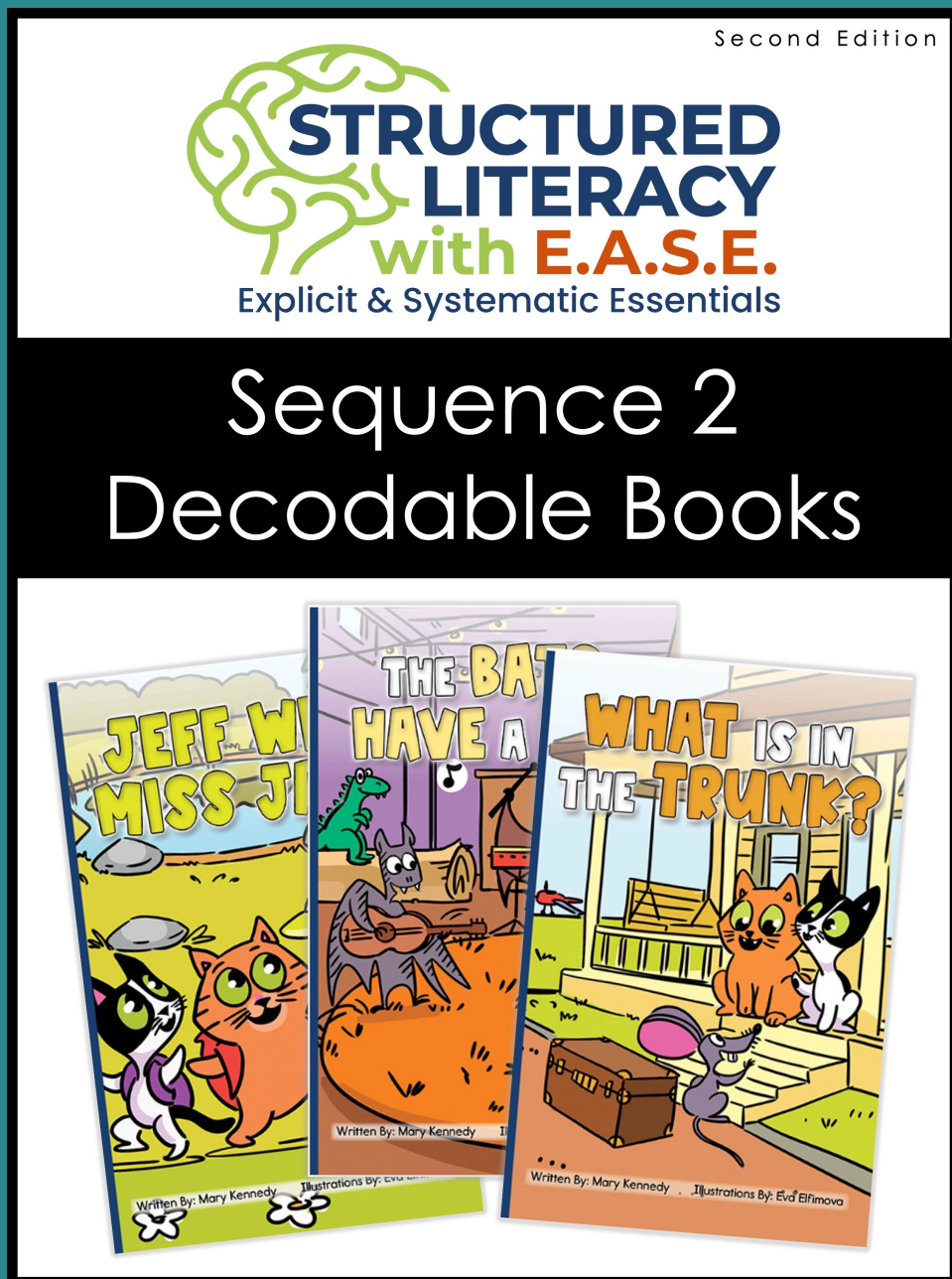
- 5 Why does Jeff want to go down the hill?**
A) to see his pals
B) to see the red buds
C) to go to the jazz gig
D) to get some jam

- 6 When do Sam, Pam, Kip, and Kim leave for their trip?**
A) late at night
B) after lunch
C) before dinner
D) first thing in the morning

Sample

Decodable Book

(Sequence Two)



JEFF WILL MISS JAZZ



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

Set 1

JEFF WILL MISS-JAZZ



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

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www.StructuredLiteracy.com

ISBN: 979-8-88741-720-2

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This book is part of the NAVY SET 1 in the structured literacy program, which follows the progression of skills shown below. Dark blue indicates this book's skill focus and where it falls in the overall sequence. In order to successfully read this book, readers should be proficient in all skills that precede the current skill.

Sequence 1

Sequence 2

Sequence 3

Sequence 4

Skills included in this set are:

- _ff, _ll, _ss, _zz
- _ck /k/
- sh /sh/
- ch /ch/
- th /th/, /th/
- wh /w/, /hw/
- qu /kw/
- Blends with r
- Blends with l
- Blends with s
- Final Blends
- squ_, thr_, shr_
- ng /ŋ/
- nk /ŋk/
- Syllable Division: Compound Words
- _tch /ch/
- _dge /j/
- a, i, o, u, e /ə/
- Syllable Division: VC/CV
- a_e /ā/
- i_e /ī/
- o_e /ō/, /ū/
- e_e /ē/
- u_e /yū/
- u_e /ū/
- Syllable Division: VCCCV
- Syllable Sort: CVC, VCE

Below are the newly introduced *irregular high-frequency words* (including temporarily irregular words) found in the book, as well as *warm-up words* that highlight the book's focus skill and *preview words* that expose students to upcoming skills.

Irregular High-Frequency Words	Warm-Up Words		Preview Words
does	miss	off	snake
*over	tells	well	feel
*new	will	grass	
	pass	jazz	
	fill	buzz	

*denotes a temporarily irregular word



The cat pals were on the way to the big hill. Kip said, “The sun is up! We need to go!”



Kim said, "The map tells us how to get to the top of the hill. It will take all day."



“We need to fill our bags for the day,” said Sam.



Kim said, "We will see other hills from the top."

Sam said, "I may feel ill at the top of the hill."



The cats set off. Sam asked, “What was that? There was a hiss or a buzz in the grass.”



Kim said, "I will go look and see."



Kim came back with a new pal. She said, “This is Jeff. We will show him the way so he does not miss the jazz gig.”



With a sad hiss, Jeff the snake said, "Yessss, I do not want to miss the gig. I am lost."



Sam said, “I know where the show is. We can take you there. Our bat pals will play at the gig.”



Kim said, “Off we go! Jeff, will you get on my back?”



Jeff said in a hiss, “Yessss!” The cats and the snake set off down the hill.

“Look!” Pam said. “We will pass some red buds on the way down!”



Pam and Kip went over to the red buds. Kip said, "Smell the red buds! Yum!"



Kim said, “We need to go now so Jeff does not miss the gig.”



Sam said, "We just have to pass a bog and go over a hill to get there."



The pals went past the bog and up a hill to get to the show.



They got to the top of the hill as the sun set. Sam said, “We are here! The bats are about to play jazz.”



Kim said, “Well, we made it just in time! We will find a spot to sit for the gig.”



Jeff said, "Yessss! I want to sit here.
We will not miss a bit of jazz!"

_ff, _ll, _ss, _zz

The cat pals set out for a long hike. They meet a new pal who wants to go to a jazz gig. But if they help him, they will not get to go on a hike. Will they help their new pal?



Successfully
Guiding Readers from
Learning the Code to
Reading for Meaning

Phonics
Skills

Set 1 – Sequence 2 – Lesson 1:

_ff, _ll, _ss, _zz

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Sample Lesson

(Sequence Three)

Second Edition



STRUCTURED LITERACY

with E.A.S.E.

Explicit & Systematic Essentials

Sequence 3

Lesson 6: ea /ē/ Day 1

This lesson focuses on "ea" as /ē/ at the beginning, in the middle, and at the end of words.

1. Skill Review

Decoding Graphemes
 wh (/w/), qu (/kw/), ng (/ŋ/), Jch (/ch/), dge (/j/), a (/ə/ regular and nasalized, /ā/), i (/i/), /a/ → /ā/ (a), /e/ → /ē/ (ea), /o/ → /ō/ (oa), /e/ → /ē/ (ea)

2. Irregular High-Frequency Words

3. Word Chaining

4. Background Knowledge

5. Multisensory Exercises

6. Word Mapping

Decodable High-Frequency Words: clean, each, eat, leave, means, please, read, sea, great

Challenge Words: appeal, beacon, bleach, reason, speak, reason



/ ē /

e_e	ee	ea	y
e	ey	ie	ei

Lesson 6: ea /ē/ Day 2

1. Skill Review

Encoding Phonemes
 /ā/ (a_e, oi, oy), /ē/ (e_e, ee, ea)

2. Irregular High-Frequency Words

3. Word Chaining

4. Background Knowledge

5. Decoding

6. Encoding

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the "Decoding" step: **previous skill support**, **focus skill support**, **high-frequency word support**, and **vocabulary support** (terms below for those receiving vocabulary support). See Day 2 Lesson Procedures for details.

pinch – to press hard between two things, such as a finger and thumb

1. I felt my grandfather pinch my cheek.
 2. The helmet seemed to pinch the girl's ears because it was too small.

Model how to read the first page of The Girl at the Beach. Depending on the level of support needed, students read the remaining text using one of the following methods: **echo reading**, **partner reading**, **choral reading**, or **independent reading**.



ea /ē/ tea

k /k/ kid

h /h/ hen



people

p e o p l e



always

a l w a y s

Lesson 12: Possessives

Day 1

This lesson focuses on adding 's to show possession in a word.

1. Skill Review

Decoding Graphemes

i (/ɪ/, /ə/), **o** (/ɒ/, /ə/), **u** (/ʊ/, /ə/), **e** (/ě/, /ə/), **_ce** (/s/), **_ge** (/j/), **a_e** (/ā/), **i_e** (/ī/), **o_e** (/ō/, /ū/), **e_e** (/ē/), **u_e** (/yū/, /ū/), **ai** (/ā/), **ay** (/ā/), **ee** (/ē/), **ea** (/ē/), **oa** (/ō/), **oe** (/ō/), **ie** (/ī/), **ea** (/ē/, /ě/, /ā/), **igh** (/ī/)

2. Irregular High-Frequency Words

Review twenty previously learned high-frequency words, then **introduce** new high-frequency words using **Read, Spell, Write, Extend**.

eight – I have eight pets.

"eigh" represents an irregular spelling for the /ā/ sound

few – A few of my pets are dogs.

"ew" is a vowel team that commonly represents the /yū/ sound in VV syllables

later – I will feed my pets later.

"er" represents the /er/ sound in VR syllables

3. Skill Introduction

Today, you will learn about possessives. You've learned that sometimes "s" at the end of a word means the word is plural. In other cases, an "s" at the end of a word can show possession, as long as there is an apostrophe before the "s."

For example, when we are saying that the coat belongs to Mom, we might say "Mom's coat." The word "Mom" has an apostrophe before the "s," which shows that Mom owns something (the coat). Without an apostrophe, adding an "s" to the end of a word makes the word plural (moms = more than one mom), not possessive. Use an apostrophe to show possession.

4. Word Mapping

Skill Words: cat's, Deb's, dog's, kid's, snake's

Challenge Words: friend's, hamster's, mother's, rabbit's, student's, truck's

5. Decoding

Model how to read the **words, phrases, and sentences** on the Day 1 Focus Skill Practice sheet.

6. Encoding

Syntax Activity: Sentence Elaboration

Model sentence: Bea carried eight boxes over there so they are out of the way. (who-Bea; what-carried eight boxes; where-over there)

Student sentence: Bea took a peek inside the gift bag. (who-Bea; what-took a peek; where-inside the bag)

Challenge: Bea dropped the mug off at her desk on her way to class. (who-Bea; what-drop the mug off; where-at her desk; when-on her way to class)

Dictation

Words: Beth's, son's, Mom's, Dad's, Jill's

Sentence: Mom's pals went to June's new home.

Comprehension: Deb's cat is soft and cute.

Evaluate Data to determine which students need additional **Decoding Support**. See Day 1 Lesson Procedures for details.

Small-Group Support – Front-Loading

Front-load Day 2 material by **building vocabulary, building background knowledge, and/or a book preview**. See Day 1 Lesson Procedures for details.

Lesson 12: Possessives

Day 2

1. Skill Review

Encoding Phonemes

/ū/ (u_e), /ē/ (e_e, ee), /ō/ (o_e, oa, oe), /ě/ (e, ea), /ā/ (a_e, ai, ay, ea), /ī/ (i_e, ie, igh)

2. Irregular High-Frequency Words

Complete **multisensory exercises** for: eight, few, later

3. Word Chaining

Review Chain: fight→ night→ neat→ beat→ boat→ beet→ bee→ see

Word Chain: Mom's→ Tom's→ Tim's→ Kim's→ Kam's→ Pam's→ Sam's→ Sal's

Challenge: Jake's→ Jade's→ Jude's→ June's→ Jane's→ Shane's→ Zane's→ Lane's

4. Background Knowledge

Semantics Activity: Comparatives and Superlatives

Show an example of a *display* from the internet. Students take turns comparing displays using comparison words (bigger, smaller, prettier, funnier, etc.). Students must use the word *display* in their sentence. Begin with an example: The *display* on the left is prettier than the display on the right.

“Before Reading” Questions

This book is called Lost and Found. It is about Bea and her teacher sorting through lost and found items.

- What is a lost and found? (A lost and found is a specific place where you can go look for items you have lost.)
- Bea decided to **volunteer** to help her teacher. When is a time you have volunteered? (Answers will vary.)
- Bea makes an ad to hang up. What is an **ad**? (Ad is short for advertisement. In a previous story, we learned that an advertisement is an announcement or bulletin.)

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the “Decoding” step: **previous skill support**, **focus skill support**, **high-frequency word support**, and **vocabulary support** (terms below for those receiving vocabulary support). See Day 2 Lesson Procedures for details.

lost and found – a place where lost items are stored until retrieved by their owners

1. I saw my missing notebook in the lost and found at the store.
2. The lost and found at school is always full of sweatshirts and pencils.

flask – bottle to hold liquids, such as water

1. My mother bought me a new pink water flask for school.
2. The water flask fell off the table and spilled everywhere.

5. Decoding

Model how to read the first page of Lost and Found. Depending on the level of support needed, students read the remaining text using one of the following methods: **echo reading**, **partner reading**, **choral reading**, or **independent reading**.

6. Encoding

Word Collection Skill Words Found in the Book:

Miss Kent's, Beth's, Bea's, Rob's, Tom's, Jill's, Jake's, Meg's, Miss Smith's

7. Reading Comprehension

Students complete the Lost and Found quiz. Answers: 1) C, 2) D, 3) B, 4) D, 5) A, 6) B

Evaluate Data to determine which students need additional **Comprehension Support**. See Day 2 Lesson Procedures for details.

Small-Group Support – Comprehension

Differentiate levels of support in **vocabulary**, **metacognitive strategies**, **comprehension skills and strategies**, and **verbal reasoning**. See Day 3 Lesson Procedures for details.

1. Vocabulary

volunteer: Bea was nice to volunteer her time to help Miss Kent with the lost and found. What does this mean? Complete the dictionary skills for **volunteer**.

- Definition – to offer voluntarily
- Synonyms – donate, give, contribute
- Antonyms – keep, hold, retain

display: Reread page 13. What is a display? What text clues make you think this? Complete the dictionary skills for **display**.

- Definition – a presentation of something in open view
- Synonyms – exhibit, exhibition, presentation
- Antonyms – hide, conceal

2. Metacognitive Strategies

Select from and practice the **Metacognitive Strategies** listed on the bookmark.

3. Comprehension Skills and Strategies

Categorizing and classifying are skills we use when we group similar items together or when we assign a group to items that share a purpose or theme. Doing this helps readers organize information as well as connect new information to things they already know. The characters are sorting lost and found items such as a coat, a jacket, a tennis racket, and a water flask. Put these items into categories (wants and needs). What are some other things that are considered needs? Add them to your list. (wants – a tennis racket, a water flask; needs – a coat, food)

4. Verbal Reasoning

“After Reading” Questions

Use your background knowledge and clues from the text to answer the questions.

- Reread page 4. Why do you think there are so many boxes of lost and found at the beginning of the school year? Explain why you think that. (Possible answer: The items are from last year. There are many items, and it is only the beginning of the school year.)
- Reread page 9. Why do you think Bea's mom wrote her name on the flask? Do you think that was a good idea? Why or why not? (She wrote her name so Bea would not lose it.)
- How do you think Bea felt when she was helping Miss Kent with the lost and found display? (She enjoyed being helpful.)

5. Progress Monitoring

Words: dad's, pup's, kitten's, queen's, king's
Nonsense Words: whead's, broak's, sleen's, smail's, trid's

Sentence: The pup's blanket was in the king's bed.

Evaluate Data to determine each student's **Level of Proficiency** with the current skill. See Day 3 Lesson Procedures for details.

Send home the printable book and the **Learning at Home** sheet.



Day 1 Focus Skill Practice

Possessives

Words

Irreg. H-F
Words

Warm-Up
Words

eight

few

later

Beth's

Bea's

Rob's

Tom's

Jill's

Jake's

Meg's

Miss Kent's

Phrases

went to help with Miss Kent's lost

that is Rob's coat

Bea thought this was a great

or a place called "Bea's Finds"

make piles of things that are the

had found Tom's tennis racket

that is Beth's jacket

want our display to look clean

Sentences

- 1. Bea went to help with Miss Kent's lost and found.**
- 2. Miss Kent said, "We need a stack or a place called 'Bea's Finds.'"**
- 3. She had found Tom's tennis racket, Jill's lunch box, Jake's hat, and Meg's jacket, too.**



Background Builder

What Is a Lost and Found?

In this book, a character helps organize the school's **lost and found**. What is a lost and found?

Lost and found is a special place where lost things go to be found again. Imagine you have a favorite toy or a book that you accidentally leave behind at the park or at school. You might feel sad or worried because you can't find it. But here's where lost and found comes in! It's a place where people take things that they find when they're out and about. So, if someone finds your toy or book, they might take it to the lost and found to keep it safe until you come back to get it. Sometimes, places like schools, libraries, or stores have their own lost and found areas. They keep all the lost things organized so that if someone loses something, they can go there to see if it's been found. Now you know where to look if you've lost something!



Vocabulary Builder



Word Bank

water flask	display
teacher	lost and found
student	organized
racket	sports
box	jackets
table	hats





Day 3 Focus Skill Practice

Possessives

Directions: First, cut around the shape on the dashed lines. Then, cut across on the dashed line and stop at the solid line. Next, fold on the center solid line and glue the back into your notebook so that the flaps lift up. Categorize the lost-and-found items in this book into one of two categories: things people **WANT**, and things people **NEED**.

Glue this side into a notebook.

Things people
NEED

Things people
WANT



Learning at Home

Students have been learning to read and spell possessive nouns. They have been learning to add an 's to show that something belongs to the noun. They have also been learning how to classify and categorize.

1. Building Words

Cut out the letter cards to the right. First, ask your learner to identify the sound of each letter. Then, ask them to build as many words as they can using the cards. Each time they build a new word, they write the word (on paper, in shaving cream, etc.). After writing the word, they drag their finger under it as they blend the sounds to read the word.

2. High-Frequency Words

Your learner has been learning to read words with spelling patterns that are irregular to them. Cut out the gray High-Frequency Word Cards to the right and ask your learner to practice reading them. Mix up the order each time they read the words.

3. Reading

Ask your learner to practice reading the book that was sent home. You can ask your learner to read the book to you, and/or you can take turns reading the pages to each other. Read the book multiple times throughout the week.

4. Vocabulary

Ask your learner to describe the meaning of the following words: **volunteer**, **display**. Ask them to use each word in a sentence. For a challenge, ask them to use both words in a single sentence.

5. Reading Comprehension

Your learner has been learning to how to classify and categorize. Practice this skill by putting items like books into categories (fiction, nonfiction, poetry, etc.) or put favorite movies or books into categories like animal characters and human characters. Help them understand that knowing how to classify and categorize is a skill that helps the reader think about what is happening in the book.

'	s	c
a	t	s
n	k	e
d	i	g
o		
eight		
few		
later		



Lost and Found Quiz

- 1 Which word is spelled correctly?**
 - A) queenes'
 - B) quene's
 - C) queen's
 - D) queens's

- 2 Which sentence is written correctly?**
 - A) The dogs tail is long.
 - B) The dogs' tail is long.
 - C) The dog's tail's is long.
 - D) The dog's tail is long.

- 3 Which word is the opposite of finish?**
 - A) few
 - B) start
 - C) later
 - D) eight

- 4 What is Bea looking for in the lost and found?**
 - A) her jacket
 - B) her lunchbox
 - C) her scarf
 - D) her water flask

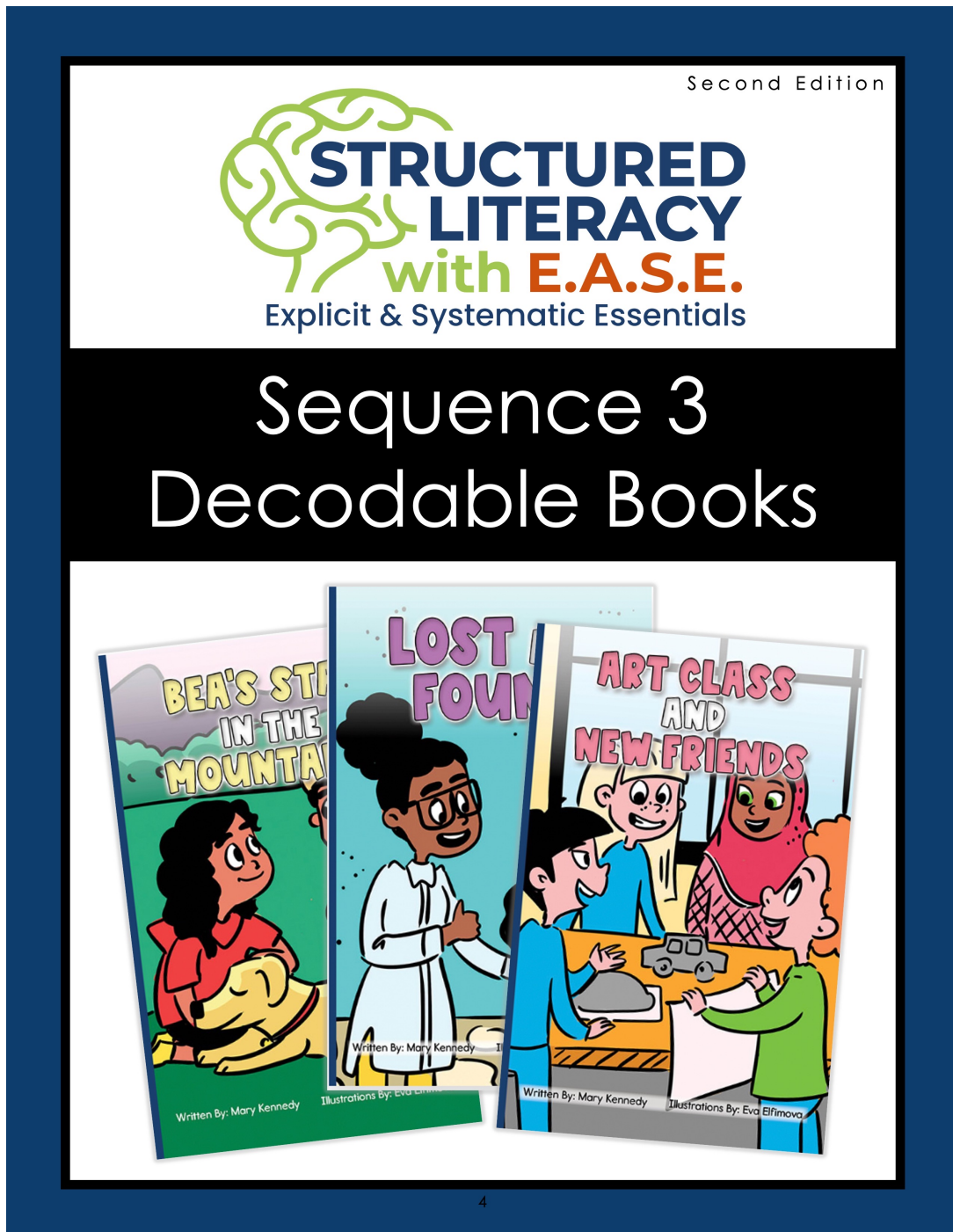
- 5 What is the problem in the story?**
 - A) The students cannot find their lost items in the boxes.
 - B) No one has lost anything yet this school year.
 - C) Bea has lost her water flask.
 - D) This story does not have a problem.

- 6 Which word BEST describes Bea?**
 - A) forgetful
 - B) helpful
 - C) mean
 - D) silly

Sample

Decodable Book

(Sequence Three)



LOST AND FOUND...



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

Set 1

LOST AND FOUND



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

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Laprea Education, Inc.
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www.StructuredLiteracy.com

ISBN: 979-8-88741-757-8

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This book is part of the NAVY SET 1 in the structured literacy program, which follows the progression of skills shown below. Dark blue indicates this book's skill focus and where it falls in the overall sequence. In order to successfully read this book, readers should be proficient in all skills that precede the current skill.

Sequence 1

Sequence 2

Sequence 3

Sequence 4

- Skills included in this set are:
- Suffixes *_s, _es*
 - ai /ā/
 - ay /ā/
 - ee /ē/
 - ea /ē/
 - oa /ō/
 - oe /ō/; ie /ī/
 - ea /ē/, /ā/
 - Syllable Sort: CVC, VCE, VV
 - igh /ī/
 - Possessives
 - Contractions
 - ar /ar/
 - or, ore /or/
 - er /er/
 - ir, ur /er/
 - ear /er/, /ēr/
 - air, are, ear /ār/
 - a, i, o, u, e /ə/ (review)
 - Suffix *_ing*
 - Suffix *_ed* /t/, /d/, /əd/
 - Suffixes *_er, _est*
 - Suffixes *_ness, _less*
 - Suffixes *_ful, _ly*
 - 1-1-1 Rule
 - Silent e with Suffixes
 - Syllable Sort: CVC, VCE, VV, VR

Below are the newly introduced *irregular high-frequency words* (including temporarily irregular words) found in the book, as well as *warm-up words* that highlight the book's focus skill and *preview words* that expose students to upcoming skills.

Irregular High-Frequency Words	Warm-Up Words		Preview Words
eight	Beth's	Bea's	(none)
*few	Rob's	Tom's	
*later	Jill's	Jake's	
	Meg's	Miss Kent's	

*denotes a temporarily irregular word



Bea went to help with Miss Kent's lost and found. They had been back to school for a few weeks, but there were eight big boxes of things that had been lost.



Bea had high hopes that she would find the new water flask her mom gave her at the start of the school year.



Miss Kent said, “I have an idea. I will set up a lost and found display once a week.” Bea thought this was a great idea.



“We will make piles of things that are the same. I will hand you objects, and you will put them in the right place,” said Miss Kent.



Miss Kent gave Bea a jacket. Bea said, "That is Beth's jacket. Should I take it to her later?"

Miss Kent said, "Yes, when we are done."



Miss Kent found a water flask. Bea said, “Um, Miss Kent, that water flask is mine. My mom put ‘Bea’s flask’ on the bottom.”



Miss Kent took a black coat out of the box. Bea said, “That is Rob’s coat. I think it is from last year. Should I give it to him?”



Miss Kent said, “We need a stack or a place called ‘Bea’s Finds.’ Then you can tell your friends to come and pick them up.”



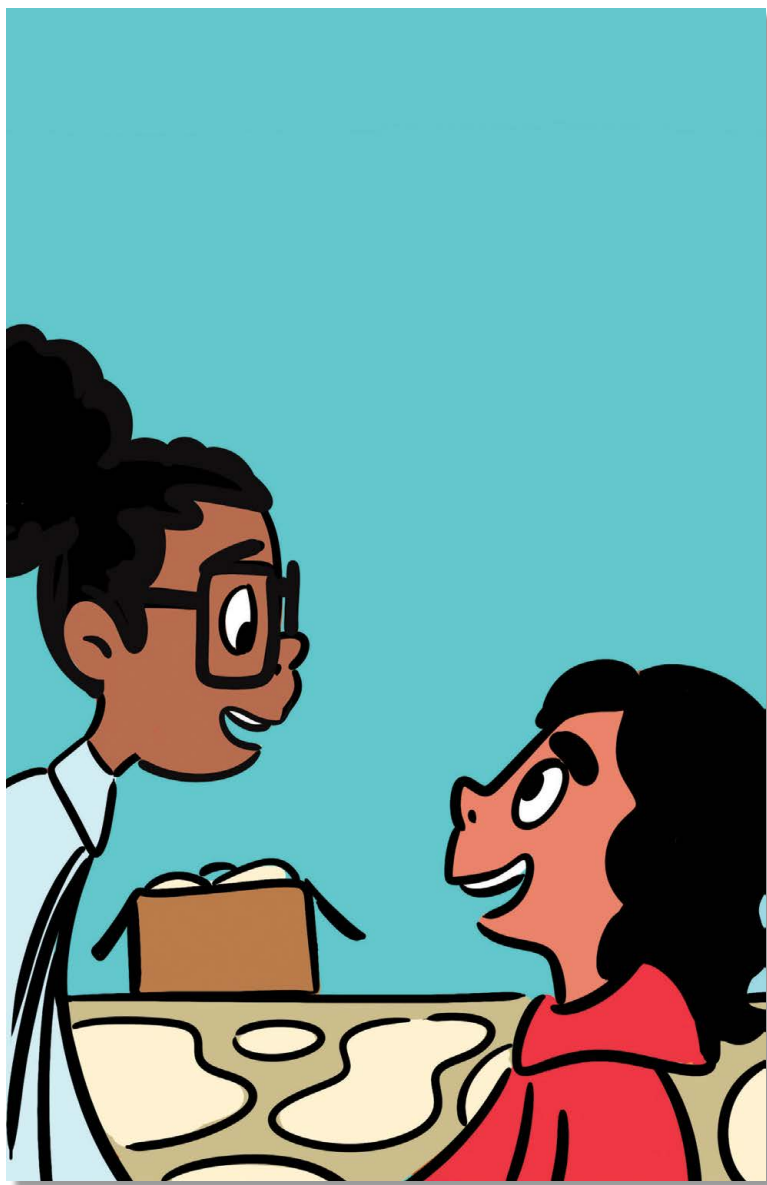
Bea thought that was a great idea. She had found Tom's tennis racket, Jill's lunch box, Jake's hat, and Meg's jacket, too.



Bea's job was to make a big ad to hang up for the display. Bea could draw well, so she made pictures of some of the objects.



“Miss Kent, how about if I put this on an ad, too? *Lost and Found: Please come find us! We must wait around until we are found!*”



Miss Kent said, “That sounds great. We need to set up a time for kids to come and look.”

“Once a week would be good,” said Bea.



Miss Kent said, “I could ask Miss Smith’s class if they could come by later so we can see if it works. Now we have a few more jobs.”



“Can you take these eight boxes and put them over there so they are out of the way? We want our display to look clean.”



Miss Kent said, "Thanks for all your help. Can you drop this off at my desk for me?" It was a mug that said, *Be the sun's shine.*



Later in the day, Bea went to find Miss Kent. “Did Miss Smith and her class stop by the display? Did Meg pick up her jacket?”



Miss Kent said, “Bea, we are off to a great start! Many things were found, and a few kids found more than one thing.”



“Meg came by and got her jacket, but there are still things in the ‘Bea’s Finds’ bin. The good news is that so many things were found.”



Bea's smile was bright as she said, "You had a great idea, Miss Kent. I am glad that the things in the lost and found did not wait around."



Miss Kent said, "I have something for you as a thank you. I hope you like it."



Bea took a peek inside the gift bag. She smiled and said, “A new paint set? Thank you, Miss Kent. I will put my name on it!”

Possessives

Bea helps her teacher,
Miss Kent, sort and display
items for the school's
lost and found tables.
What sorts of things have
children lost? How many
of those things end up
being “found?”



Successfully
Guiding Readers from
Learning the Code to
Reading for Meaning

Phonics
Skills

Set 1 – Sequence 3 – Lesson 12:
Possessives

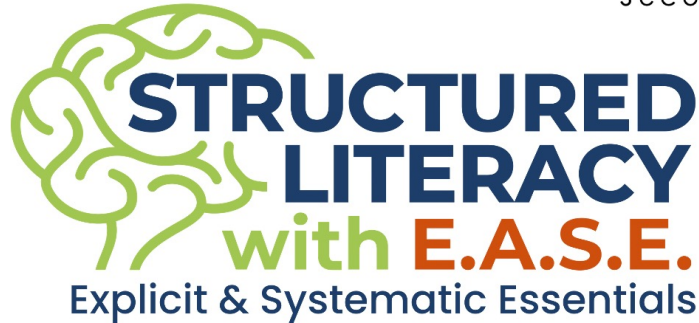
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Sample Lesson

(Sequence Four)

Second Edition



Sequence 4

Lesson 4: /ə/ /ā/		Day 1
This lesson focuses on "a" as /ə/ at the end of a syllable.		8. Encoding
1. Skill Review Decoding Graphemes oa (/ə/), oo (/ə/), oe (/ə/), ie (/i/), ea (/ē/, /ē/, /ā/), igh (/ī/), or (/or/), o (/or/), ore (/or/), er (/er/), ir (/ir/), ur (/ur/), ear (/ēr/, /ēr/, /ār/), a (/ā/) (ea reg. /ē/; ei reg. /ē/; ee reg. /ē/; oo reg. /ō/) /ə/), o (/ə/), i (/ē/, /ā/)		Syntax Activity: Sentence Anagrams Model sentence: The first kind of paper plane is called the Boac. Student sentence: This plane takes more work to make and has more steps. Challenge: When they got to the park, they started to walk over to the place to check in for the contest.
Lesson 4: ə /ā/		Day 2
1. Skill Review Encoding Phonemes /ə/ (a, u, e, y) /r/ (ed, t, /d/ (d, _ed), /f/ (e, e, ee, ay, /f/ (e, ig, y), /ā/ (a, e, ai, oy, ae, ai) 2. Irregular High-Frequency Words Review high-frequency words as needed. 3. Word Chaining Review Chain: happy → hippy → hip → hop → hopped → hoped → hopeful → hopeless Word Chain: maze → haze → hazzy → lazy → lady → shady → shade → made Challenge: unable → able → table → stable → sible → gable → cable		Small-Group Support – Decoding Lead small-group lessons to address these areas before moving on to the “Decoding” step: previous skill support, focus skill support, high-frequency word support, and vocabulary support (Items below for those receiving vocabulary support). See Day 2 Lesson Procedures for details. safe haven – a safe and secure place 1. The church offered a safe haven for the tornado victims. 2. The animal shelter is a safe haven for pets without homes. veered – to change direction quickly 1. The car veered off the road when it hit the patch of ice. 2. I screamed as the boy on the bicycle veered forward me.
4. Background Knowledge Semantics Activity: Synonyms Start with the word study (a synonym for stable, one of the vocabulary words for this book). With a partner or in a small group, students take turns stating a synonym for the		5. Decoding Model how to read the first page of Paper Plane Contests. Depending on the level of your students, you may want to use the following methods: echo reading, or
 a /ə/ apron k /k/ kid h /h/ hen		id in the Book: crazy, baby, pain, apex. ine Contests p. 5) B. 4) B th students Support. See details.



/ā/

ai

ai

ay

ec

a

ei

ev

eigh

ey

Lesson 13: Prefixes un_, re_, in_

Day 2

1. Skill Review

Encoding Phonemes

/ă/ (a_e, ai, ay, ea, a), /ī/ (i_e, ie, igh, y, i), /ō/ (o_e, oa, oe, o), /yū/ (u_e, u), /ū/ (u_e, u), /ē/ (e_e, ee, ea, y, e)

2. Irregular High-Frequency Words

Review high-frequency words as needed.

3. Word Chaining

Review Chain: men→ menu→ mend→ send→ sold→ unsold→ resold→ resod

Word Chain: relaying→ repaying→ repay→ replay→ relay→ lay→ ray

Challenge: do→ undo→ redo→ relay→ inlay→ insane→ sane→ lane

4. Background Knowledge

Semantics Activity: Synonyms

Start with the word *huge* (a synonym for *vast*, one of the vocabulary words for this book). With a partner or in a small group, students take turns stating a synonym for the word. When they cannot think of one, they use a dictionary to find a new word (*vast*, *enormous*, *gigantic*, *tremendous*, *massive*, *giant*, *colossal*).

“Before Reading” Questions

This book is called *Art That Inspires*. It is about a pair of friends visiting a museum.

- There are many kinds of museums. What kind of things would you see at an art museum? (Possible answer: paintings, statues, etc.)
- Lizbeth is sharing her interest in art with Yasmin. Why is it important to share your interests with others? (Sharing interests can often be a bonding or learning experience.)
- Yasmin and Lizbeth saw different textiles at the museum. What are **textiles**? (Textiles are woven or knit cloth.)

Small-Group Support – Decoding

Lead small-group lessons to address these areas before moving on to the “Decoding” step: **previous skill support**, **focus skill support**, **high-frequency word support**, and **vocabulary support** (terms below for those receiving vocabulary support). See Day 2 Lesson Procedures for details.

inventing – creating something new

1. My father is always inventing new ways to fix the car.
2. I am great at inventing new games to play.

overlap – to cover

1. The roof shingles overlap each other.
2. Baseball season and football season overlap.

5. Decoding

Model how to read the first page of *Art That Inspires*. Depending on the level of support needed, students read the remaining text using one of the following methods: **echo reading**, **partner reading**, **choral reading**, or **independent reading**.

6. Morphology

Words for Morphology: unsafe, unlike, return, unhappy, unreal, unwilling, rethink, remake, repay, independent

7. Reading Comprehension

Students complete the *Art That Inspires* quiz. Answers: 1) C, 2) A, 3) C, 4) C, 5) C, 6) D

Evaluate Data to determine which students need additional **Comprehension Support**. See Day 2 Lesson Procedures for details.

Lesson 13: Prefixes un_, re_, in_

Day 3

Small-Group Support – Comprehension

Differentiate levels of support in **vocabulary**, **metacognitive strategies**, **comprehension skills and strategies**, and **verbal reasoning**. See Day 3 Lesson Procedures for details.

1. Vocabulary

textiles: Lizbeth was such a great artist, but she could improve her work by adding textiles. What does this mean? Complete the dictionary skills for **textiles**.

- Definition – woven or knit cloths
- Synonyms – fabric, cloth, fibers
- Antonyms – n/a

vast: Reread page 8. What does vast mean? What text clues make you think so? Complete the dictionary skills for **vast**.

- Definition – very great in size, amount, degree, intensity, or especially in extent or range
- Synonyms – huge, enormous, gigantic, massive
- Antonyms – tiny, miniscule, microscopic, small

2. Metacognitive Strategies

Select from and practice the Metacognitive Strategies listed on the bookmark.

3. Comprehension Skills and Strategies

Most fiction stories include a setting, characters, a problem, and a solution. Identifying these **story elements** helps the reader understand the story better. Today, we will focus on the story's **setting**. The setting is when and where the story takes place. The author and illustrator take time to reveal details about the setting so the reader can picture it in their minds. Close your eyes and imagine the setting of this story. What do you picture? What time of year is it? Are there objects, buildings, or elements of nature in your mental picture? Describe the setting. How did the setting contribute to the story? (The setting is the museum. It is important to the story because Lizbeth is very interested in art. She is sharing her interest with Yasmin.)

4. Verbal Reasoning

“After Reading” Questions

Use your background knowledge and clues from the text to answer the questions.

- Lizbeth says that “art can transport you to another place.” What does she mean? (She is saying that art can cause strong emotions. It can make you feel like you are in another place.)
- Reread page 11. What does “it was unreal” mean on this page? (It did not seem real.)
- How do you think Lizbeth was feeling when Yasmin was admiring the artwork? (Lizbeth felt happy. She was excited to share her interest in art with her friend.)
- Do Yasmin and Lizbeth live near the museum? How do you know? (Yes, the author comments that they could have walked to the museum.)

5. Progress Monitoring

Words: unwind, repay, invest, unfold, invite

Nonsense Words: reshamp, unstelt, ingrast, retrelp, insplot

Sentence: He invested his money so he could repay his father.

Evaluate Data to determine each student's **Level of Proficiency** with the current skill. See Day 3 Lesson Procedures for details.

Send home the printable book and the **Learning at Home** sheet.

Lesson 13: Prefixes un_, re_, in_

Day 1

This lesson focuses on adding the prefixes “un_,” “re_,” and “in_” to a base word to change its meaning.

1. Skill Review

Decoding Graphemes

oe (/ō/, /i/), **ie** (/i/, /ē/, /ě/, /ā/), **igh** (/i/), **ar** (/ar/), **or** (/or/), **ore** (/or/), **er** (/er/), **ir** (/er/), **ur** (/er/), **ear** (/er/, /ē/, /ā/), **a** (/ă/ regular and nasalized, /ā/, /ə/), **i** (/i/, /ī/, /ə/), **ed** (/əd/, /t/, /d/), **y** (/y/, /ē/, /i/), **ä** (/ä/, /ə/, /ā/), **i** (/i/, /ə/, /ī/), **o** (/ō/, /ə/, /ō/), **u** (/ū/, /ə/, /yū/, /ū/), **e** (/ē/, /ə/, /ē/)

2. Irregular High-Frequency Words

Review high-frequency words as needed.

3. Skill Introduction

Today, you will learn about prefixes. You have already learned that a suffix is a string of letters that goes at the end of a base word to change or add to its meaning. A prefix is a string of letters that goes at the beginning of a base word to change or add to its meaning. Today, we will focus on the prefixes “un_,” “re_,” and “in_.”

When the prefix “un_” is added to a base word, it means “not.” Consider the word *unwell*. In this word, *well* is the base word, and *un* is the prefix. The word *unwell* means “not well.”

When the prefix “re_” is added to a base word, it means “back, again.” Consider the word *reset*. In this word, *set* is the base word, and *re* is the prefix. The word *reset* means “set again.”

When the prefix “in_” is added to a base word, it means “in, on, or not.” Consider the word *insane*. In this word, *sane* is the base word, and *in* is the prefix. The word *insane* means “not sane.”

4. Word Mapping

Skill Words: insane, inscribe, rearrange, repaint, unable, undress

Challenge Words: inexpensive, insignificant, reabsorbed, reacquainted, unemployed, unknown

5. Decoding

Model how to read the **words, phrases,** and **sentences** on the Day 1 Focus Skill Practice sheet.

6. Encoding

Syntax Activity: Sentence Combining

Model sentence: Yasmin did not think she could draw well. Lizbeth was a fantastic artist. (Yasmin did not think she could draw well, but Lizbeth was a fantastic artist.)

Student sentence: It was huge! It looked like it took up an entire city block. (It was huge, and it looked like it took up an entire city block!)

Challenge: Yasmin sat on the bus next to Lizbeth. Lizbeth’s mother sat behind them. (Yasmin sat on the bus next to Lizbeth and in front of Lizbeth’s mother.)

Dictation

Words: unsafe, unlike, react, return, unhappy

Sentence: Remind him that it is unsafe to ride a bike without a helmet.

Comprehension: I am unable to undress myself with my broken arm.

Evaluate Data to determine which students need additional **Decoding Support**. See Day 1 Lesson Procedures for details.

Small-Group Support – Front-Loading

Front-load Day 2 material by **building vocabulary, building background knowledge,** and/or a **book preview**. See Day 1 Lesson Procedures for details.



Day 1 Focus Skill Practice

Prefixes
un_, re_, in_

Words

Warm-Up
Words

unsafe

unlike

react

return

unhappy

repay

remake

unreal

Preview
Words

front

museum

piece

Phrases

bench in front of it

you take pictures

this museum and

an independent exhibit

one great piece

will remind me of

always inventing

would invent a new

Sentences

1. It had a bench in front of it to sit on and look at the art and reflect.
2. "I am going to try a remake of one of these paintings from the picture in my mind," Lizbeth said.
3. "It will remind me of you, and it will be a work of art that inspires me every day," she said.



Background Builder

What Can You See at an Art Museum?

The characters in this book spend the day in an **art museum**. What types of things do you think they might see in an art museum? Let's find out!

Imagine a big building filled with all sorts of amazing artwork. It's like a magical place where you can see **paintings**, **sculptures**, and other beautiful creations made by talented artists from all over the world. When you visit an art museum, you'll see all kinds of different artwork. There might be paintings of people from long ago that look so real you can imagine them coming to life. You might see **statues** that seem to tell a story with just a single glance. Some artwork may be abstract and use colors and shapes to represent a feeling or an idea. Some artwork may be from artists in the past, while other art was created recently by brand-new artists. Art museums are art playgrounds for people who love art!



Vocabulary Builder



Word Bank

museum	exhibit
art	lines
glass	overlap
lights	bench
map	spotlight
employee	appreciate



Affixes	like	scribe
_ing	turn	sane
un_	happy	valid
_ful	real	complete
_ly	will	correct
re_	think	thank
in_	move	hope
Base Words	make	grace
safe	pay	work



Day 3 Focus Skill Practice

Prefixes
un_, re_, in_

Directions: First, cut around the shape on the dashed lines. Then, cut across on the dashed lines and stop at the solid line. This will create three flaps that lift up. Next, glue the side strip into your notebook. Last, lift each flap and write to answer the questions.

Art That Inspires

Describe
the setting in this story.

Explain
why this setting is
important to the story.

Think
about a place where you
enjoyed art. Tell about it.



Learning at Home

Students have been learning to read and spell words beginning with the prefixes “un_” (unable), “re_” (repaint), and “in_” (insane), which are added to base words. They have also been learning how to identify the elements of a story, including characters, setting, problem, and solution.

1. Building Words

Cut out the cards to the right. Some cards have a prefix (the focus prefixes), some have a base word, and others have suffixes (previously learned suffixes). Ask your learner to read the words on each card, then ask them to read the prefixes and suffixes. Once they have done that, your learner should practice adding each affix to each word, decide which words can be combined with each affix, then state the meaning of the word with the affix (see examples below). Each time they build a new word, they write the word (on paper, in shaving cream, etc.). After writing the word, they drag their finger under it as they blend the sounds to read the word.

Affixes and Their Meanings

_s: more than one (cats = more than one cat)

_es: more than one (benches = more than one bench)

un_: not (unsure = not sure)

re_: back, again (rewind = wind again)

in_: in, on, or not (insecure = not secure)

2. Reading

Ask your learner to practice reading the book that was sent home. You can ask your learner to read the book to you, and/or you can take turns reading the pages to each other. Read the book multiple times throughout the week.

3. Vocabulary

Ask your learner to describe the meaning of the following words: **textiles**, **vast**. Ask them to use each word in a sentence. For a challenge, ask them to use both words in a single sentence.

4. Reading Comprehension

Your learner has been learning to identify the setting of the story. The setting is when and where the story takes place. The author and illustrator take time to reveal details about the setting so that the reader can picture it in their minds. Have your reader practice finding the setting in stories.

un

re

in

s

es

dress

gain

paint

safe

class

box

play

vent

act

well

wires

peach

wind

tact

door



Art That Inspires Quiz

- 1 Which word means not do?**
A) doing
B) did
C) undo
D) redo

- 2 Which prefix means back or again?**
A) re-
B) in-
C) un-
D) pre-

- 3 Choose the missing prefix in dependent.**
A) dis-
B) un-
C) in-
D) re-

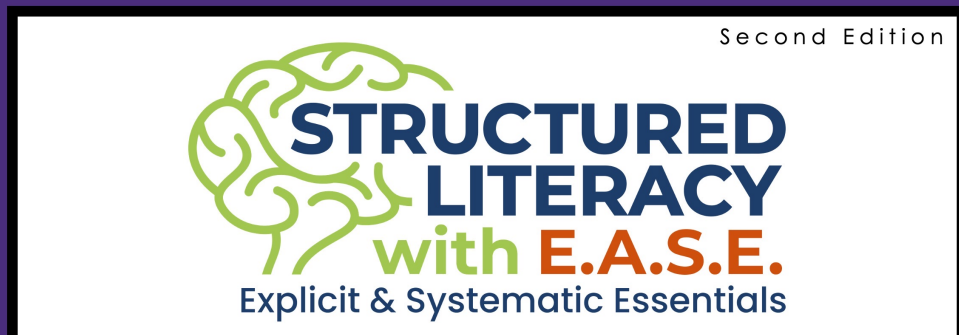
- 4 Why do the girls need a map for the museum?**
A) They do not need a map.
B) They get lost.
C) The museum is big.
D) They want a souvenir.

- 5 Choose the word that best completes this sentence:
Raven, Yasmin, and Lizbeth think the art is _____.**
A) boring
B) weird
C) inspiring
D) ugly

- 6 Why do they visit the City Modern Art Museum?**
A) They heard it was fun.
B) Yasmin begged Lizbeth and Raven to go.
C) Raven does not like to look at paintings.
D) Lizbeth is an artist.

Sample Decodable Book

(Sequence Four)



Sequence 4 Decodable Books



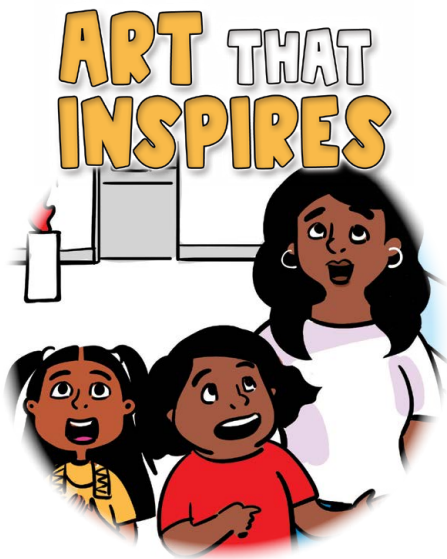
ART THAT INSPIRES



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

Set 1



Written By: Mary Kennedy

Illustrations By: Eva Elfimova

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www.StructuredLiteracy.com

ISBN: 979-8-88741-785-1

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Sequence 1

Sequence 2

Sequence 3

Sequence 4

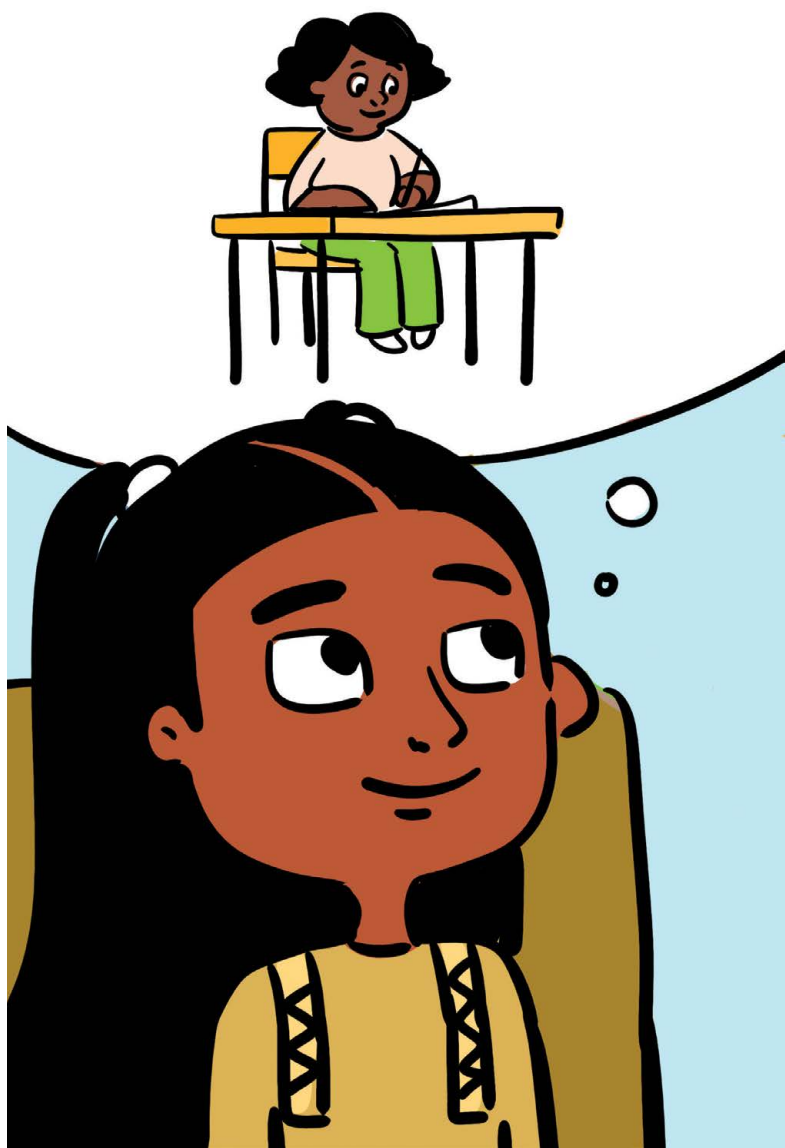
- Skills included in this set are:
- Plural Possessives
 - y /ē/, /ī/
 - a /ā/
 - i /i/
 - o /ō/
 - u /yū/
 - u /ū/
 - e /ē/
 - Syllable Sort: CVC, VCE, VV, VR, CV
 - _ild, _ind, _old, _olt, _ost
 - Syllable Division: V/CV or VC/V
 - Prefixes un_, re_, in_
 - Prefixes sub_, pre_
 - Prefixes dis_, mis_, non_
 - Prefixes be_, de_
 - oy, oi /oy/
 - ow, ou /ow/
 - aw /ā/
 - oo /ū/
 - oo /oo/
 - ue, ui, ew /ū/: ew /yū/
 - aw, au /aw/
 - a /aw/
 - Syllable Sort: CVC, VCE, VV, VR, CV
 - Silent Letters
 - Suffixes _ion, _ment, _ous
 - Suffixes _ish, _able, _ure
 - _y + 1-1-1 Rule
 - _y Spelling Rule
 - Syllable Type C+LE (extended)
 - c /s/: g /j/
 - Syllable Division: V/V
 - Syllable Sort: CVC, VCE, VV, VR, CV, C+LE

Below are the *warm-up words* that highlight the book's focus skill and *preview words* that expose students to upcoming skills.

Warm-Up Words		Preview Words
unsafe	unlike	front
react	return	museum
unhappy	repay	piece
remake	unreal	



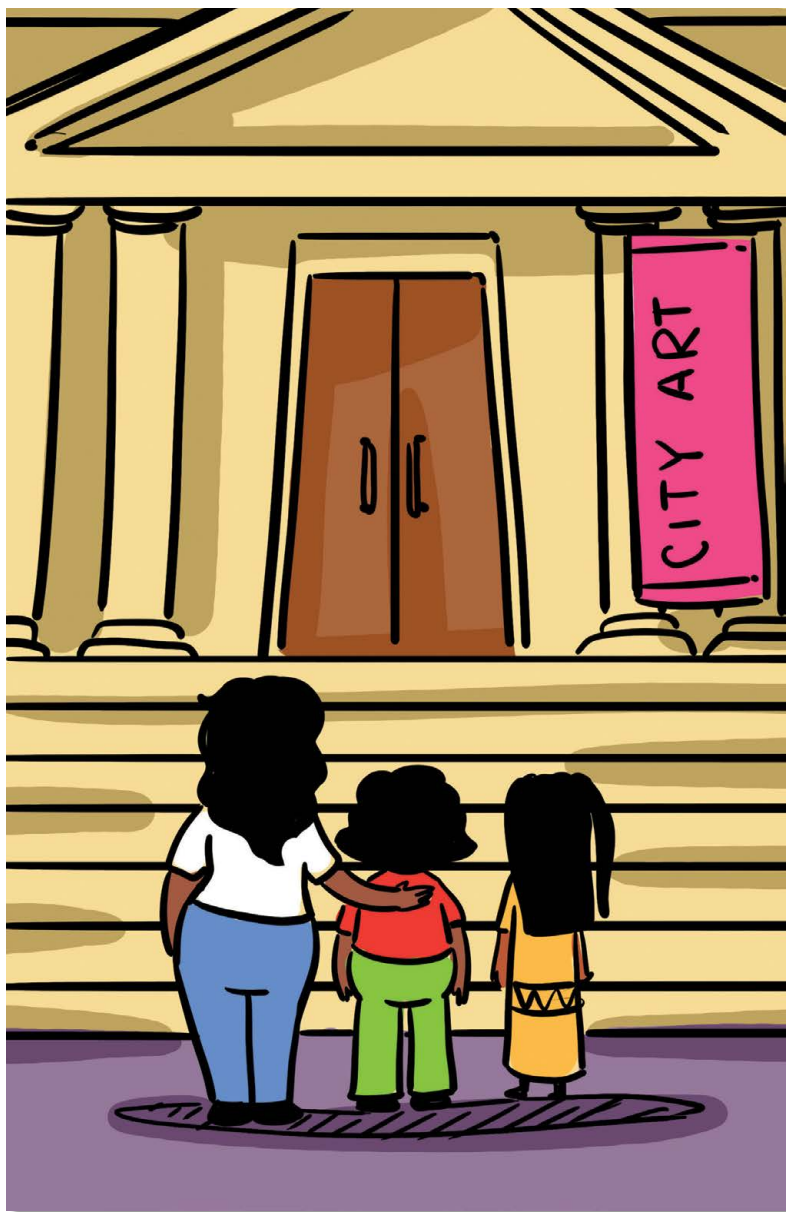
Yasmin, Lizbeth, and Lizbeth's mom, Raven, were on their way to visit the City Modern Art Museum. They had to take a subway and catch a bus. It was not unsafe for them to walk, but it would take them much longer to get to the museum.



Yasmin did not think she could draw well, but Lizbeth was a fantastic artist. She was always inventing pictures in art class, unlike any art Yasmin had seen.



Lizbeth would draw different shapes that would overlap. Just when Yasmin thought Lizbeth had finished a picture, she would invent a new look by adding textiles.



When the bus stopped, they got off and went down the street. Yasmin could already see the museum. It was huge! It looked like it took up an entire city block.



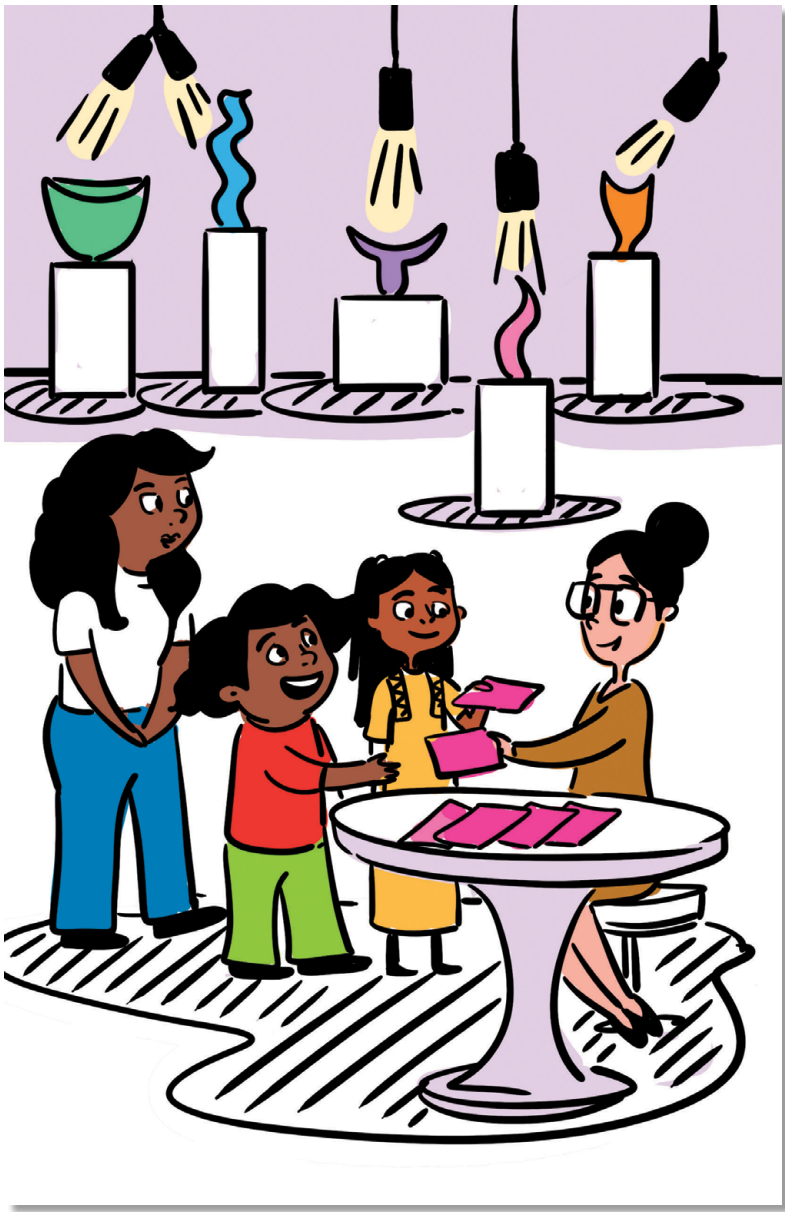
Lizbeth looked at Yasmin to see how she would react. Yasmin's eyes were wide with shock. She said, "It looks like such a vast place. How will we ever have time to look at all the art?"



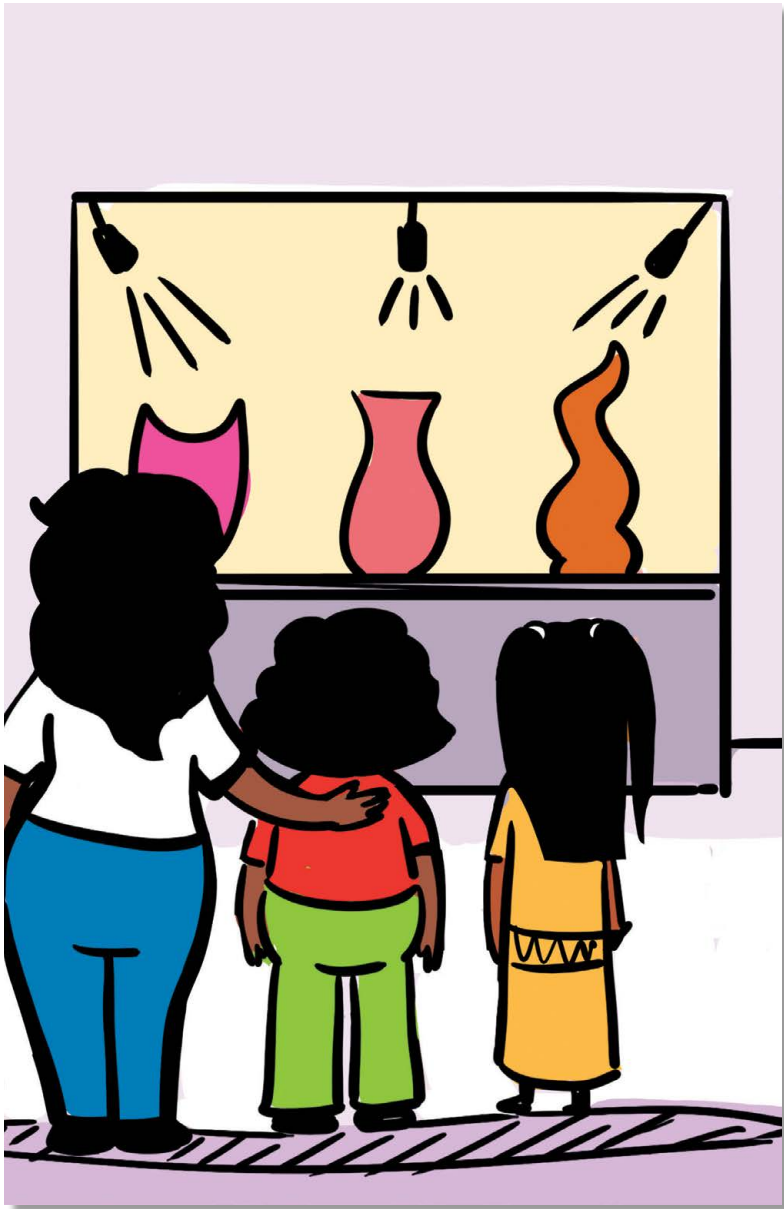
“You can’t look at all the art in one day. We can return another day and then another so that you can see all the art,” said Lizbeth.



Lizbeth said, “Yasmin, the modern art will inspire you. And if you feel unhappy or need a place to think, modern art can transport you to another place.”



When they entered the museum, it was unreal how stark and white the entry was. There was a long, oval desk with a lady sitting behind it. They got a map of the museum from her.



“Before we go to your best spot, Lizbeth, I want to get a close-up look at that art glass exhibit on the stand over there,” said Yasmin. They walked over to the splendid glass display.



Yasmin said, “We are only in the entry to museum, and I could stay and stare at this display all day.”

“I know you like this exhibit,” said Lizbeth, “but I can’t wait to show you what I really like.”



Lizabeth said, “Look! These paintings are unreal! When I look at them, I can only think about how I want to rethink my art.”



Yasmin went to look at one painting more closely. As she looked at the painting, she could hear the sound of chimes softly playing. It made her feel like the art was moving as she looked at it.



“Is there always music playing in the museum?” asked Yasmin.

Lizbeth said, “This artist always has music playing where her art is displayed.”



“I like it when an artist includes sound in an exhibit,” said Raven. “The sounds that repeat in this music add another feeling to the exhibit as you look at the art.”



They looked at each work of art. There was one great piece of art. It had a bench in front of it to sit on and look at the art and reflect. They sat down on the bench.



“Can you take pictures of the art?” asked Yasmin.

“Some exhibits will let you take pictures,” Raven said, “but this one does not.”



“I am going to try a remake of one of these paintings from the picture in my mind,” Lizbeth said. “It will be a good way to inspire me to rethink my art.”



Yasmin said, “One day I may come to this museum and see an independent exhibit by Lizbeth Lopez.”

Lizbeth grinned and said, “I like the sound of that.”



“I don’t know how to repay you two for this day,” said Yasmin. “So far, this has been one of the best days I have had in the city. I feel like it opens up an entirely new world to me.”



Lizbeth said, “We just got started. We have much more to explore. And you do not need to repay us. To watch you look at the art and see how you react is enough for us.”



“Mom, how much do you think one of these paintings would cost?” asked Lizbeth.

“Let’s just say it would take a lot of cash!” said Raven. “This artist has exhibits in many museums, which means she is in demand.”



“I want to invest in your art, Lizbeth,” said Yasmin. “If you make a painting for me, I will pay you and then hang it in my home.”

Lizbeth said, “I will make you something brand new with ideas inspired by this art.”

Yasmin was grinning. “Great! It will remind me of you, and it will be a work of art that inspires me every day,” she said.

Prefixes un_, re_, in_

Yasmin's best friend is Lizbeth, a very talented artist. Where does Lizbeth get her ideas? Lizbeth and her mother take Yasmin to a very special place in the city to see art that is inspiring.



Successfully
Guiding Readers from
Learning the Code to
Reading for Meaning

Phonics
Skills

Set 1 – Sequence 4 – Lesson 13:

Prefixes un_, re_, in_

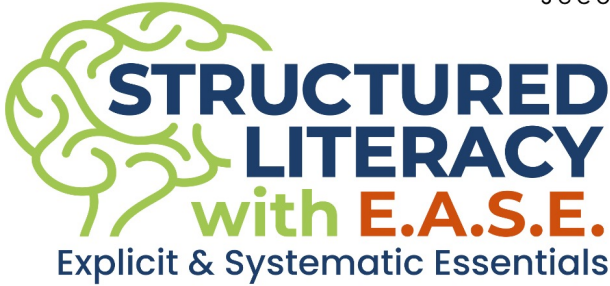
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Sample Program Assessment (Formative Assessment)

Second Edition



STRUCTURED LITERACY
with **E.A.S.E.**
Explicit & Systematic Essentials

Program Assessments

Phonics Assessment 4

Prior to Sequence 3

Student Name _____ Date _____

Directions: To assess decoding, students say the word on the cards provided. To assess encoding, say word aloud to students as they write it on the provided paper.

Word	Assessed Skill(s)	Decoding	Encoding
VV with Blends			
scorn	ai	sc	ai
tray	ay	tr	ay
three	ee	th	ee
scream	ea	sc	ea
groan	oa	gr	oa
toe	oe		oe
pie	ie		ie
flight	igh	fl	igh
bread	ea /ei	br	ea
steak	ea /ai	st	ea
glue	ue	gl	ue
fruit	ui	fr	ui
screw	ew	sc	ew
Vt with			
Word	Assessed Skill(s)		
Vt Team			
smart	ar	blend s	ar
tham	ar	blend s	th
score	ore	blend s	sc
clerk	er	blend s	cl
twel	ir	blend s	tw
baul	ur	blend s	ba
spear	ear /ei/	blend s	sp
search	ear /ei/	blend s	se
chair	air /ai/	blend s	ch
share	are /ai/	blend s	sh
pear	ear /ai/	blend s	pe

Concepts of Print Assessment

Sound Sequence

Student Name _____

Directions: See detailed directions on the prior

Response or Action	Y	N
over		
author, and illustrator		
over		
summary		
Sequence 2 Post-Assessment		
Passage: Student Page		
Pete at Home		
Pete lives in an old lodge that has white trim and a deck with long steps made of brick. In June, the air is still and thick, but it smells fresh outside. The land around his lodge has lush grass, shrubs, and huge pine trees off to the side. Rabbits and chipmunks like to hop across the hilltop. Close to his lodge is a pond, complete with frogs, fish, cute ducks, and fresh-water crabs. Pete likes to sit on a bench close to the pond. The sun makes him squint. He hears the ducks quack as the fish thrash and swim. He does not budge when rude bugs buzz in a ring around his face. Sometimes, Pete gets his pole that hangs in the shed and takes it to the pond to catch fish. When he trots to the pond, he has to watch out for snakes in the grass by the bank. He likes to toss a rock in the water and watch it sink. Often, Pete puts on his flip flops, grabs his backpack, a sandwich, and a snack size bag of chips, and sits on his dock while the sun is still up. On his way to the pond, he likes to sing a song. Pete loves his home so much and would not trade it for another. It is his kingdom.		

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Structured Literacy with E.A.S.E. Program Assessments © Capra Education

Sequence 1 Formative Assessments

Assessment Details and Administration

Three lessons in Sequence 1 (Lessons 5, 9, and 14) offer the opportunity to pause for a formative assessment. The formative assessments provide a check-in to monitor student progress throughout the program. As students progress through the program, it is important to monitor their progress and track their proficiency with the skills that have been introduced. The formative assessments included in this program have been designed to check skill proficiency at intervals throughout each sequence.

For Sequence 1, the following program lessons skills are not included in the formative assessments:

- **Lesson 1** (Syllable Type CVC) – Syllable Type lessons are not included in the formative assessments because they are a quick, one-day introduction to a syllable type. The lessons that follow it focus on teaching the specific graphemes; these lessons and their corresponding graphemes are included in the formative assessments.
- **Lesson 13** (Syllable Sort) – Syllable sorts are not included in the formative assessments because they are a review of previously taught syllable types.

Administering the Formative Assessments

While students read the words and story, mark their decoding accuracy on the individual student data pages. Then use that data page to evaluate retelling, comprehension, and dictation skills.

Assessing Decoding: Students begin by reading lists of words. The lists include words that reflect the skills introduced in the lessons leading up to the assessment and previously introduced high-frequency words. While students read the word lists, record errors. Then students read a passage. While they read, record errors and rate. To show proficiency, students must achieve 90% accuracy.

Assessing Comprehension: After reading the passage, students retell what happened in the story and answer comprehension questions. Assess and record the quality of their responses. Although answers are provided for comprehension questions, use best judgment when evaluating the quality of the responses.

Assessing Encoding: Last, students write three sentences that have been dictated to them. Evaluate each student's encoding skills for the **current skill words**, **past skill words**, and **high-frequency words** that appear in the sentences. The word types are categorized as:

- **Current skill words:** words that represent the skill being assessed
- **Past skill words:** skill words that represent a previously assessed skill
- **High-frequency words:** high-frequency words that have not been reclassified as current or past skill words (Once the skills to decode a word have been taught, that word is reclassified as a "past skill word" on this part of the assessment.)

Only assess the spelling of each word once; for example, if the word "cat" appears four times among the three sentences, only assess one instance of the word. To show proficiency, students must achieve 90% accuracy.

Using Formative Assessment Data

There are several formative assessments in each sequence; they occur where the skills naturally lend to a quick check-in. Depending on each student's progress and needs, every formative assessment may be given, or only some may be necessary. Use the data gathered from these assessments to determine if students are ready for the next set of skills and/or to identify any lessons/skills that need to be revisited.



Progress Monitoring: Student Page

Words

c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/	sat	i /i/	big	g /g/, d /d/, n /n/, b /b/	did	d /d/, b /b/, p /p/, qu /kw/	bad	High-Frequency Words	has
	nap		sit		nap		dab		by
	fat		six		bit		dad		come
	can		him		fig		pig		down
	mat		is		gab		quit		said

Passage

A man has a cat.

The cat is Dax.

The man is Dan.

Dax is a big cat.

He is as fat as a pig.

Dax has a red mat.

Dax can sit on the mat.

At six, Dan sat a can of ham by the mat.

“Come to the mat, Dax!” said Dan.

Dax sat down on the mat and had ham from the can.

Then Dax quit and had a nap.



Progress Monitoring

Student Name _____

Date _____

Teacher Notes

Decoding Words

SAY TO STUDENTS: Start in the first column. Read the five words aloud. Then move to the next column. Repeat until you have read all the words in the columns.

c /k/, s /s/, t /t/, p /p/, f /f/, m /m/, a /ă/

_____ / 5

d /d/, b /b/, p /p/, qu /kw/

_____ / 5

i /i/

_____ / 5

High-Frequency Words

_____ / 5

g /g/, d /d/, n /n/, b /b/

_____ / 5

Reading a Passage

SAY TO STUDENTS: Read the passage aloud.

A man has a cat.
The cat is Dax.
The man is Dan.
Dax is a big cat.
He is as fat as a pig.
Dax has a red mat.
Dax can sit on the mat.
At six, Dan sat a can of ham by the mat.
"Come to the mat, Dax!" said Dan.
Dax sat down on the mat and had ham from the can.
Then Dax quit and had a nap.

RATE: $4,380 \div$ _____ $=$ _____ **WPM**
(total seconds)

ACCURACY: $(73 -$ _____ $) \div 73 \times 100 =$ _____ **% accurate**
(# of errors)

Retelling

SAY TO STUDENTS: Retell this story in your own words. (Additional prompts: Do you remember anything else that happened? Can you tell me more about it?)

Retelling Behavior

Points

Retell is limited and includes only 1–2 unrelated events or details without elaboration.

1

Retell includes a few related events or details, possibly out of order.

2

Retell is chronological and includes important story events and correct chronology.

3

Retell is chronological and includes vivid descriptions, key details, and character name(s).

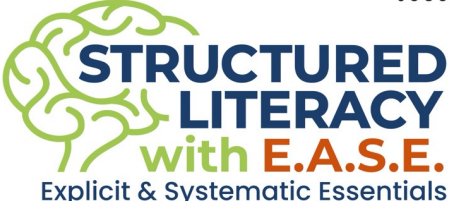
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Comprehension		Teacher Notes									
SAY TO STUDENTS: Use your knowledge of the passage to answer these questions. (Students answer aloud and can refer to the written passage.) 0 = incorrect, .5 = partially correct, 1 = correct											
Who is Dax? Describe him. (Dax is a fat cat who lives with Dan.)	Literal 0 .5 1										
What does Dax eat? (He eats ham from a can.)	Literal 0 .5 1										
In this story, Dax sits on a <u>mat</u> . What is a <u>mat</u> ? (A mat is a small piece of fabric or other material placed on the floor to sit on.)	Vocabulary 0 .5 1										
Why do you think Dan gave Dax ham at six? (It was dinnertime.)	Inferring 0 .5 1										
Why does Dax take a nap at the end of the story? (He was full from dinner, and food makes him sleepy.)	Synthesizing 0 .5 1										
Dictation SAY TO STUDENTS: I will read a sentence to you. Write the sentence on your paper using your best spelling. 1) Dax is a big cat that sat on a red mat. 2) The cat and the man had a big nap. 3) He hid the big can of ham from the fat cat.											
Current Skill Words: Dax, big, cat, sat, mat, man, had, nap, hid, can, ham, fat	CSW: (____ ÷ 12) x 100 = ____ % accurate (# spelled correctly)										
Past Skill Words: N/A	PSW: N/A										
Irregular High-Frequency Words: is, a, that, on, the, down, and, he, of, from	HFW: (____ ÷ 10) x 100 = ____ % accurate (# spelled correctly)										
Totals Record the data from each section into the boxes below. Use the numbers to recognize trends in the individual student's growth over time. <table border="1"> <tbody> <tr> <td> Decoding Words _____ / 25 </td> <td> Reading a Passage _____ WPM </td> <td> Reading a Passage _____ % accurate </td> <td> Retelling _____ / 4 </td> </tr> <tr> <td> Comprehension _____ / 5 </td> <td> Current Skill Words _____ % accurate </td> <td> Past Skill Words N/A </td> <td> High-Frequency Words _____ % accurate </td> </tr> </tbody> </table>				Decoding Words _____ / 25	Reading a Passage _____ WPM	Reading a Passage _____ % accurate	Retelling _____ / 4	Comprehension _____ / 5	Current Skill Words _____ % accurate	Past Skill Words N/A	High-Frequency Words _____ % accurate
Decoding Words _____ / 25	Reading a Passage _____ WPM	Reading a Passage _____ % accurate	Retelling _____ / 4								
Comprehension _____ / 5	Current Skill Words _____ % accurate	Past Skill Words N/A	High-Frequency Words _____ % accurate								

Supplemental Resources

Sound Wall

Second Edition



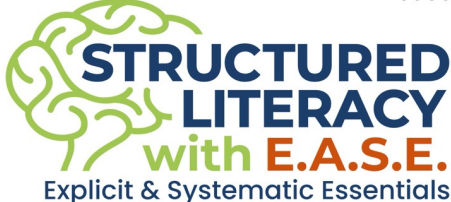
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Sound Wall Components

/k/	/ă/	/s/	/ch/
c k	a	s _ss	ch _tch
_ck ch		_ce c	
c	a	s	ch
k		_ss	_tch
_ck		_ce	
ch		c	

High-Frequency Word Mapping Cards

Second Edition



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Explicit & Systematic Essentials

High-Frequency Word Cards

the	you
what	should
through	any
young	eight