



The Science of Reading

What is it, how is it being implemented in Wisconsin, and what does it mean for libraries?

Oshkosh, WI - Jan. 9, 2025 - Mary Newton
Green Bay, WI - Jan. 10, 2025 - Jeanne Schopf
The Reading League Wisconsin

info@wi.thereadingleague.org
www.wi.thereadingleague.org

The Science of Reading

Topics for today:

- Introduction to The Reading League Wisconsin
- A Definition of The Science of Reading
 - The Simple View of Reading
 - Scarborough's Reading Rope
- Bringing the Science of Reading into Schools: WI Act 20
- Bringing the Science of Reading into the Library



The Reading League Wisconsin



Our mission is to advance the awareness, understanding, and use of evidence aligned reading practices in schools.

Our activities:

- School year virtual series
- Summer book study
- Annual conference
- Outreach events
- Dialogue with DPI and the state legislature





The Science of Reading

A Defining Movement



SCIENCE OF READING

DEFINING GUIDE



The Defining Guide

The product of an 11-month collaboration of 21 stakeholders representing a wide range of literacy organizations

Available for free download at thereadingleague.org under Resources

Print copies available for \$7.99



The Definition

The **science of reading** is a vast, **interdisciplinary** body of *scientifically-based research* about reading and issues related to reading and writing.

This research has been conducted over the last **five decades** across the world, and it is derived from **thousands of studies** conducted in **multiple languages**. The science of reading has culminated in a preponderance of evidence to inform **how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.**



Where Does the Research Come From?

→ Cognitive Psychology → Communication Sciences

→ Developmental Psychology → Education

→ Special Education → Implementation Science

→ Linguistics → Neuroscience

→ School Psychology → Speech and Language Psychology



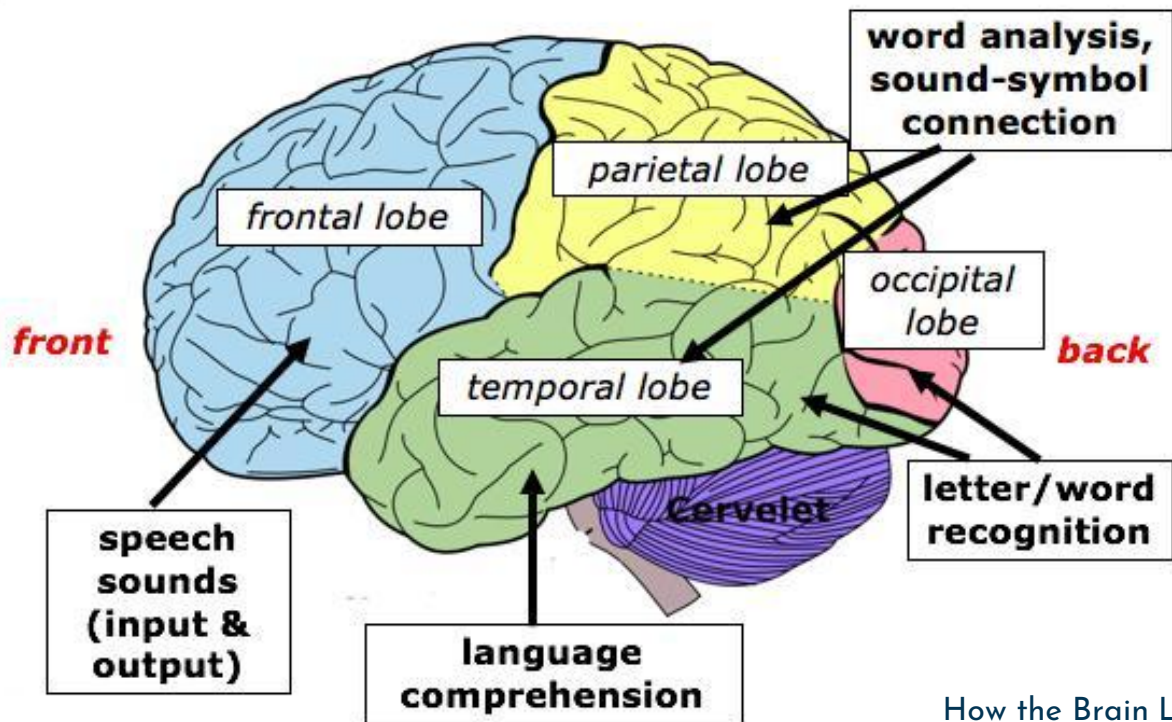
The Explosion of Brain Science

- Reading is **not natural** (unlike speech)
- **Multiple areas** and networks in the brain are used:
 - Print, speech sounds, language, and meaning
- We need to **build the neural connections** between these areas for reading
 - Efficient pathways develop with **explicit instruction and deliberate practice**



The Reading Brain

(the left hemisphere)



How the Brain Learns to Read
Keys to Literacy



To Learn More About the Brain Science

Watch the first 15 minutes of [How the Brain Learns to Read](#) from Prof. Stanislas Deheane

<https://www.youtube.com/watch?v=25GI3-kiLdo>

See pages 21-32 in [Learning to Read: A Primer Part One](#) from Amplify for time-lapse fMRI images of the brain while speaking a word and reading a word

<https://go.info.amplify.com/primer-pt1>



Linking Research to Practice

The goal of reading is deep comprehension of text, which requires automatic word level processing.

“Educators who are knowledgeable about the necessary connections between the **pronunciation** of the spoken word, the sequence of **letters** in the written word, and the **meaning** of the word, can implement reading instruction and assessment that promotes the level of **automatic word recognition** that is necessary for the **deep processing** of the meaning of texts.”



The Simple View of Reading

$$D \times LC = RC$$

Decoding
(word recognition)



**Language
comprehension**



**Reading
comprehension**

(Gough & Tunmer, 1986)



The Many Strands Woven Into Skilled Reading

Language Comprehension

Background Knowledge

Vocabulary Knowledge

Language Structures

Verbal Reasoning

Literacy Knowledge

Language comprehension



Decoding
(word recognition)

Word Recognition

Phonological Awareness

Decoding (and Spelling)

Sight Recognition

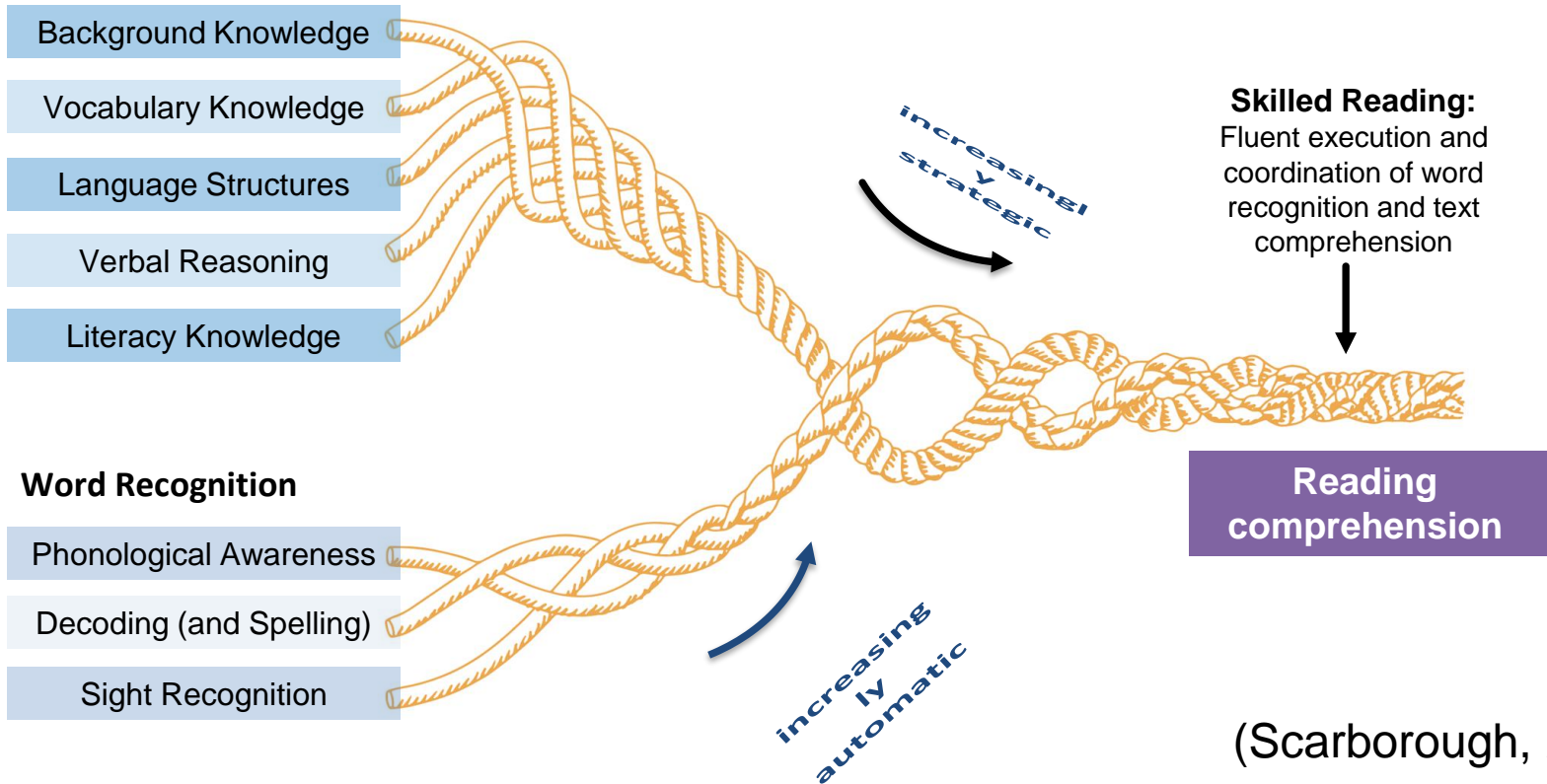
Skilled Reading:
Fluent execution and coordination of word recognition and text comprehension

Reading comprehension

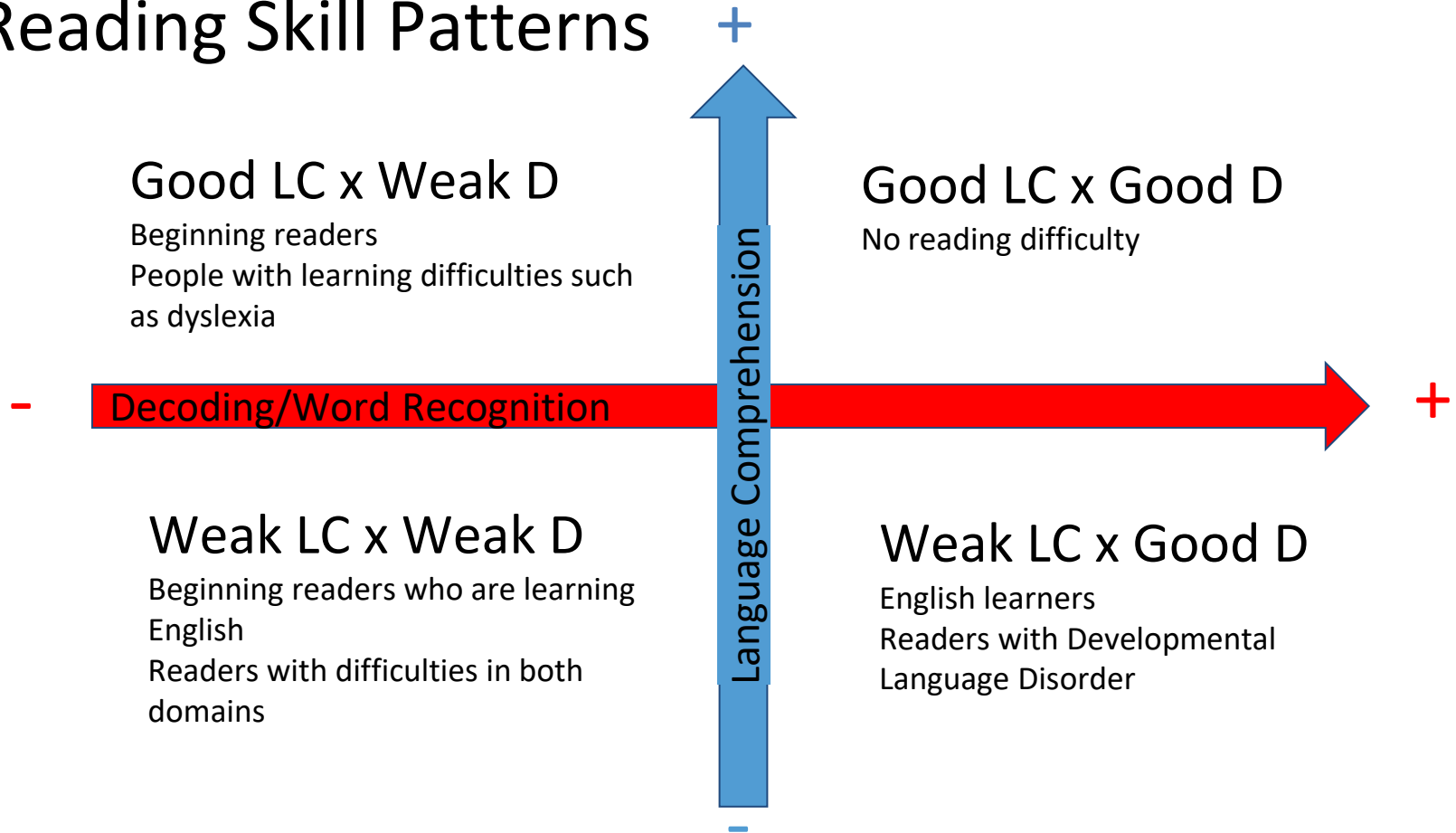
increasingly
automatic

increasingly
strategic

(Scarborough, 2001)



Reading Skill Patterns



What the Science of Reading Is NOT

- An ideology or philosophy
- A fad, trend, new idea, or pendulum swing
- A political agenda
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction, such as phonics



Word Recognition Instruction

Aligned

Phoneme level focus for alphabetic instruction

Explicit and systematic decoding and encoding instruction following a scope and sequence

Text reading to build accuracy, automaticity, fluency, and comprehension

Practice includes decodable text at the early levels

Not Aligned

Focus on rhyming, syllables, and onset-rime to learn reading

Implicit and incidental instruction in word reading; visual memorization of whole words; guessing from context, picture, or syntax cues

Emphasis on speed over accuracy in text reading

Practice focuses on leveled or patterned text or sustained silent reading for all students



Language Comprehension Instruction

Aligned

Read-alouds from a variety of complex texts to build knowledge and vocabulary

Robust conversation to develop morphology and academic language, including narrative and inferential language

Explicit instruction in grammatical structures and academic vocabulary during other reading activities

Not Aligned

Read-alouds from non-complex leveled text that students will be reading later

A lack of explicit instruction of morphology; memorization of isolated word definitions out-of-context; lack of strategic and intentional instruction

Implicit instruction of grammatical structures



Bringing the Science Into WI Schools:

Under Act 20 (2023), Wisconsin schools are required to provide science-based, explicit and systematic early literacy instruction in:

- Phonological and Phonemic Awareness → Phonics
- Reading fluency → Comprehension
- Oral language development → Vocabulary
- Writing



Bringing the Science Into WI Schools:

Under Act 20 (2023), Wisconsin schools may NOT provide word recognition materials or instruction that use the **three-cueing model**, defined as:

“...any model, including the model referred to as meaning, structure, and visual cues, or MSV, of teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory.”



Other Act 20 Provisions

- Teacher prep programs must align with the science
- Barb Novak is the Director of the new Office of Literacy in DPI -responsible for Act 20 implementation
- Literacy coaches will be trained and funded for some of the lowest performing schools
- Universal screening K-3 will be conducted 3X/year
- Students in the lowest 25% will receive further diagnostic assessment and personal reading plans
- Districts may qualify for a partial subsidy to purchase a K-3 classroom program recommended by the Early Literacy Curriculum Council



The Six Recommended Programs

- CKLA by Amplify
- EL by Open Up Resources
- Wit and Wisdom with Geodes and Really Great Reading
- Wit and Wisdom with Geodes and Wilson Foundations
- Bookworms by Open Up Resources
- Into Reading with Structured Literacy Lessons and Amira by HMH



What Does This Mean for WI Libraries?

- Parents and students will continue to need access to your quality children's literature and informational text in order to build their background knowledge, vocabulary, and language comprehension skills
- Parents, students, and teachers may come to you looking for different resources to help with word recognition skills: decodable books vs. leveled or patterned books that have been heavily used in schools that adopted "balanced literacy"



Patterned Texts

- Patterned readers have repetitive text (often with pictures) intended to help the student predict the words
 - I see a robin. I see a crow. I see an eagle. I see a flamingo.
- Patterned texts familiarize students with patterns in language, but do not teach decoding skills
- Early reliance on guessing based on patterns can create non-productive habits while also not providing necessary decoding practice
- Great for read alouds



My
VERY
First

I Can Read!™

THE SNOWMAN



R1
TUG
PUP
SET-2
BK-2
34ye

BOX SET 2 • BOOK 2 • LEVEL C

Julie M. Wood • Illustrations by Sebastien Braun





Big Pig builds a snowman.

Peg the Chick helps.





Big Pig builds a snowman.



Tug the Pup helps.





Big Pig looks at
the snowman.



Oh, no! Something
is missing.





Big Pig builds a snowman.

Nat the Cat helps again.





Pen Hen helps.

PARENTS' CORNER

Rereading the Book Together

Reread the story together. Take turns reading the refrain "Big Pig builds a snowman" and the pages about how the animals helped.

Fun with Words

What words go with building a snowman? Make a list of the words shown in the story and add your own (*coal, carrot, pebbles*—plus *hat* and *scarf* for example). Have your child illustrate the list.

More Learning

What weather conditions cause snow? Check out some books about weather in the library or do some research together on the internet.



Leveled Texts

- Leveled readers are leveled in many different ways: length of sentence, number of pictures, vocabulary, word count, etc.
- Levels generally run A - Z or 1 - 70
- Though intended to align with a student's reading "level," they are not very accurate in the early years, and they are not leveled by a sequence of phonetic decoding patterns.



READING LEVEL CORRELATIONS

		AGES	GRADE	GUIDED READING	R/R INTERVENTION	DRA	LEXILE
Foundation Level	Lilac	4-5	PreK-K	A	1	A	BR-70
Pre-Reading Level	Pink	4-5	PreK-K	A	1	A	BR-70
Emergent Level	Magenta	5-6	K	A-B	1-2	1-2	BR-70
Early Level 1	Red	5-6	K	B-D	3-5	3-6	BR-70
Early Level 2	Yellow	5-7	1	C-F	6-8	6-8	80-450
Early Level 3	Blue	6-7	1	D-H	9-11	8-12	80-450
Early Level 4	Green	6-7	1	F-J	12-14	12-14	80-450
Fluency Level 1	Orange	6-8	1	H-J	15-16	16	80-500
Fluency Level 2	Turquoise	6-8	1-2	I-K	17-18	18	80-500
Fluency Level 3	Purple	6-8	2	J-O	19-20	20-22	451-550
Fluency Level 4	Gold	6-8	2	K-N	21-22	20-28	501-650
Advanced Fluency 1	Silver	7-10	3	N-O	23-24	30-34	651-770
Advanced Fluency 2	Emerald	7-10	4	P-Q	25-26	38-40	731-830
Advanced Fluency 3	Ruby	8-11	4	R-S	27-28	40	801-860
Advanced Fluency 4	Sapphire	8-11	5	T-U	29-30	50	861-980





It is Katter's birthday

4



So the Beat Bugs are having a party.

5



She sleeps for two days straight.

"This is the longest
and sleepest
birthday party ever," says Buzz.

18



Decodable Texts

- Follow a phonetic scope and sequence
- The decodability depends on what the reader knows
 - CVC (mat), CCVC (stop), CVCC (jump), CV (be), CVCe (bake), Vr (her), V-team (aid, night), C-le (bubble), Suffixes (-ing, -ed, -e/-es)
- They provide practice with the phonetic concepts
- Pictures do not aid in figuring out the words
- Used primarily in early reading instruction (K-2), for introduction of new concepts in later instruction, and for intervention with struggling students or English learners
- Materials beyond the decoding ability of the reader are used during read alouds



Scope and Sequence

Off We Go!

Consonants and short a

Level One: Short vowels

Short a, i, o, u, e

Plural s; apostrophe 's; ending punctuation; comma usage; use of it's

Level Two: Digraphs

-ck; -zz, -ll, -ff, -ss; th, ch, wh, sh

Review of plural s and apostrophe 's;

Suffixes: -s and -es

Contractions

Level Three: Glued sounds and beginning blends

-ing, -ink, -ang, -ank; l blends, r blends, mixed beginning blends:

sc, sm, sp, sk, st, sn, sw, tw, dw, squ

Suffixes: -ing, -ed

Level Four: Ending blends, compound words, silent e, clusters, syllabication

-st, -nt, -nd, -ff, -sk, -mp, -ft, -nch, -sp, -lp, -lt, -lk, -pt, -ld, -ct, -tch,

-ng, -nk, -xt

str, spr, scr, spl; silent e

Doubling rule

Suffixes: -er, -est

Syllabication: closed, open, silent e syllables; vccv, v/cv and vc/v, vce

Level Five: Vowel teams & diphthongs, r-controls, sounds of y, -cle, syllabication

ee/ea, ai/ay, oa/ow; ar, or, er, ir, ur; oo, oi, oy, ou, ow

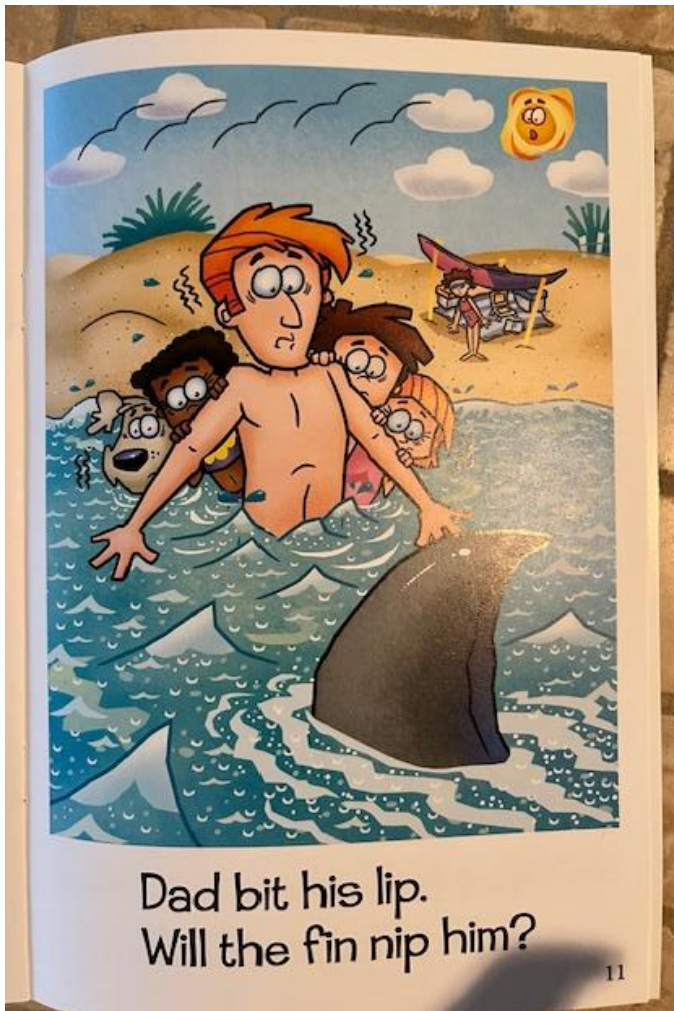
Suffixes: -ly, -tion

Soft c and soft g

Syllabication with all syllable types, including y in the ending position

Short vowels a
and i

Selected single
consonants



Whole Phonics – Tag Dad – Level 1 Unit 2, Book 5



Chan and Thad have fun at chess. Mel gives Chan chips, too. Then Thad puts Chan's man in check. Thad said, "I win."

All short vowels

All single consonants

Digraphs ch, th, -zz,
-ll, -ff, -ss, -ck



Chimps

Chimps teach their young how to get food.

This chimp teaches the little chimp how to dig with a stick to get ants to eat.



All short vowels

All single consonants

Consonant digraphs (ch, th, ck, -ng)

Consonant blends (-mp, -nt, st-)

Common vowel teams (ea, ow, oo)

Consonant-le (-tle)

Suffixes -s and -es

Okapi Flying Start – Teaching Their Young – Stage 3



Before long, everyone has pails full of berries and blue smeared all over their faces. It is time to return home. They cannot wait for their yearly berry picking trip to come again!

This book is part of the GREEN set of decodable readers, which follows the progression of skills shown below. Dark green 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.

- Alphabet Review & Longer Words
- Digraphs
- VCe
- Reading Longer Words
- Ending Spelling Patterns
- R-Controlled Vowels
- Long Vowel Teams
- Other Vowel Teams
- Diphthongs
- Silent Letters
- Suffixes and Prefixes
- Suffix Spelling Changes
- Low-Frequency Spellings
- Additional Affixes

Low-Frequency Spellings

Skills included in this set are:

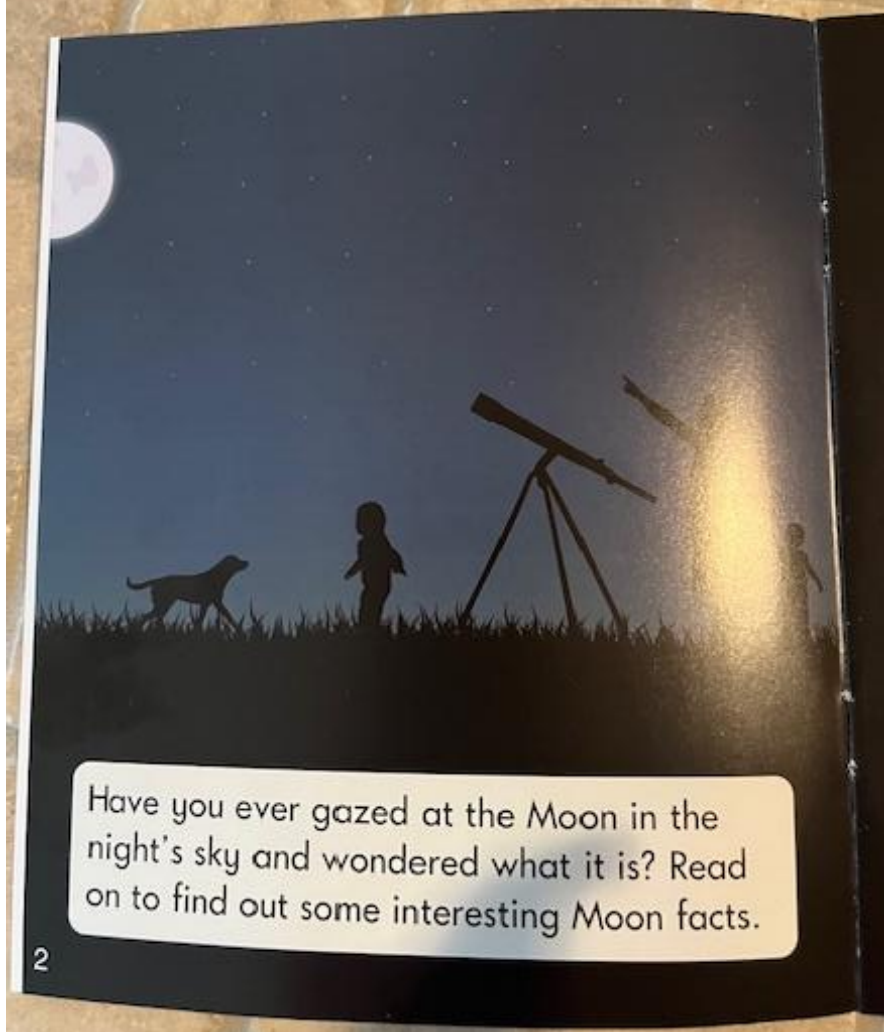
- ar, or, /er/ (x2)
- air, are, ear, /air/ (x2)
- ear, /ear/ (x2)
- Alternate /b/ (x2)
- Alternate /j/ (x2)
- ough, /aw/, /ol/ (x2)
- Signal vowels (x2)
- ch, /sh/, /k/ (x2)
- gn, gh, silent t (x2)

Below are warm-up words that highlight the book's focus skill as well as irregular high-frequency words (including temporarily irregular) found in the book.

Warm-Up Words		Irregular High-Frequency Words	
appear	clear	again	almost
dearest	fearful	been	friend
gear	nearly	from	of
rear	smeared	one	the
weary	year	their	they
		to	toward

Focus:
ear
err
Low-frequency spellings

Laprea Publishing
Green Level
(advanced)



Have you ever gazed at the Moon in the night's sky and wondered what it is? Read on to find out some interesting Moon facts.

Suffixes

-s	-es	-ing	-ed	-ful
-er	-est	-en	-y	-ly


Words

gazed, orbits, wondered, interesting, largely, craters, landing

Teachers

These readers have been written with rich vocabulary including embedded words that contain suffixes. Discuss the use of suffixes for changing the meaning of words and the spelling rules applied. The text consolidates earlier taught phonics skills and tricky words.

Beanstalk Books – Moon Gazing -Phase 6 – Suffixes, Non-fiction



Pack rats

Pack rats are little animals with fur.
Pack rats go into caves to eat
bones and scraps that other
animals have left.



Caves

Caves reports on the different ways that animals use caves.

Phonic focus

Sound (phoneme) /er/ vowel sound

Letters (graphemes) er, ur, ir

Words with phonic focus

survive first dirt fur thirsty curls her spiders birds spider

Module Six: High-utility words

many live

Okapi Flying Start – Caves - Stage 3, Module 6,
Less Common Letter Sounds



Next, they drive down a steep, pebble slope. A fox darts past the jeep. Tab launches at the fox. She flew out of the jeep and chases the fox. Will Pat win the race? What will happen next?

Letter Sounds

ay	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	ey	a-e	e-e
i-e	o-e	u-e	zh				

Common Exception Words

Phase 2	Phase 3	Phase 4	Phase 5	Phase 5.5	Common Exception Words
go	are	one	today	through	earth
I	be	so			keep
is	she	what			missile
the	you				places
to	we				



Teachers

These readers have been written using a strictly controlled vocabulary. Text uses only **decodable regular words** (according to the week by week progression of Letters and Sounds) along with '**common exception words**'. Common exception words are frequently used words that are not decodable at this phase.

Beanstalk Books –
Race Across
the Desert

Phase 5 Fiction

Advanced
Vowel Spellings
Digraphs wh,
ph

Chapter 1: Volcano Village



With a rocking motion, Titan stopped at a volcanic island. The symbol on the skyshard looked like a huge eye under some tufts of fur.

"A wild beast?" muttered Finn to himself. Not much of an invitation. He decided not to mention his prediction to Korus.

Reading Practice

-tion

action	formation
motion	function
fraction	elation
reaction	information
introduction	invitation
addition	irritation
caption	jubilant
caution	punctuation
creation	hesitation
direction	

Vocabulary

motion – movement

prediction – a forecast, a telling of the future

destination – a place to which someone is traveling

anticipation – expecting something

desolation – a feeling of great sadness

elation – a feeling of great joy

pathetic – pitiful

determination – decided on a purpose

desperation – a feeling of despair

mutation – extreme transformation of nature

eruption – a violent outburst

jubilant – a feeling of great happiness and triumph

devastation – wreckage caused by a destructive event

Phonic Books, Titan's Gauntlets –
A Strange Location
Book 8 /shun/ = tion

Teach My Kid to Read

The Road to Decode is a TMKTR initiative for libraries launched in 2019 to enlist librarians to learn about, stock, and provide parents, caregivers, and educators with information and resources that help all children, especially early and struggling readers, learn to read.

TMKTR was the first organization to promote sound aloud or decodable books, the lesser-known resources that help all children become skilled readers. Working with the public libraries, The Road to Decode enables all children to have equal access to resources that help them learn to read.



Resources to Help Libraries Understand and Build Decodable Collections

Join The Road to Decode Community

<https://teachmykidtoread.org/register-for-the-road-to-decode-community/>

Teach My Kid to Read

The Reading League Decodable Text Sources

<https://www.thereadingleague.org/decodable-text-sources/>

The Reading League

What Are Decodable Books and Why Are They Important?

<https://www.readingrockets.org/topics/curriculum-and-instruction/articles/what-are-decodable-books-and-why-are-they-important>

Reading Rockets





Decodables from: Booksource, Okapi, and Laprea

Keith Ahrens - Ahrens Education Group
Keith@ahrenseducation.com
920-460-0099

Wauwatosa Public Library Decodables

Benchmark* Bob Books Dandelion Launchers*

Little Honey Books* Flyleaf Little Sprouts

Little Learners (Pip & Tim and Big World Nonfiction)

Oxford Primary Phonics

Phonic Books - Dragon Egg Series and Moon Dog Series

Saddleback (Go Emerge; Go Decode; Go Engage; Go Excel)

*Specifically requested by Wauwatosa School District











Reader 3 A-F


CHILDREN'S LIBRARY



Primary
Phonics®
Ben Bug
by Barbara W. Makar

Primary
Phonics®
The Cake
by Barbara W. Makar

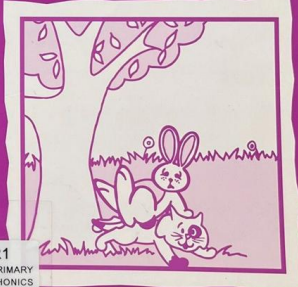
Primary
Phonics®
The Dream
by Barbara W. Makar



R1
PRIMARY
PHONICS
SET
3
34ye
EDUCATORS PUBLISHING SERVICE

Primary
Phonics®
The Chicken Ranch
by Barbara W. Makar

Primary
Phonics®
The Clumsy Rabbit
by Barbara W. Makar



R1
PRIMARY
PHONICS
SET
5
34ye
EDUCATORS PUBLISHING SERVICE

Advice from Wauwatosa Public Library

- Keep the higher content decodables (Moon Dog, Saddleback) with the series books, not the early readers
- Attach “Little Learners” cards to the backs of the books in that series
- Utilize a binder for an easy explanation of how Science of Reading works with patrons - also used by reading specialists for locating specific titles to meet their student's needs



Speed words

fun	big	wig	sax
quiz	hop	six	puff
cats	dogs	kids	buns
ss	hill	cross	roll
log	fuss	off	

Learning Logic Pty Ltd
PO Box 402, Canterbury Victoria 3126
www.learninglogic.com.au
©Learning Logic Pty Ltd 2014
Reprinted 2015, 2017, 2018

This work is protected by copyright law and conventions, applicable in the jurisdiction of Little Learners Love Literacy™ and the trademarks of Learning Logic Pty Ltd.

No unauthorised photocopying.

No part of this publication may be reproduced or transmitted, in any form or by any means, without the prior written permission of Learning Logic Pty Ltd, or as otherwise agreed with the appropriate representative.

This publication is sold subject to the conditions of trade or otherwise, be lent, resold, hired, or otherwise disposed of in any manner whatsoever.





Scope & Sequence

Decodable Series

Reference Use Only

WAUWATOSA
PUBLIC
LIBRARY
Illuminate your world

PHONICS WORDS

THE SOUND OF I-E

Words series gives examples of words that
have the same sound along with engaging pictures
of the sound of long a spelled /c/ and /s/

Write the sound /c/ and /s/ on the lines below.

Write the sound /c/ and /s/ on the lines below.

Write the sound /c/ and /s/ on the lines below.



How we learn to read: The critical role of phonological awareness

Phonological awareness involves being able to recognize and manipulate the sounds within words. This skill is a foundation for reading success.

Three ways to effectively teach phonological awareness to prepare early readers include:

Teach children to recognize and manipulate the sounds of speech.



- Teach children to identify:
 - Individual words in a sentence
 - Syllables within words
 - First and last sounds of words
 - All of the individual sounds within words
- Teach children to manipulate the individual sounds in words to make new words

- Teach the sound of the letter and then introduce the letter symbol for that sound
- Use pictures that represent the target sound
- Have children practice their letter-sound understanding by identifying the sound and writing the letter

Teach children letter-sound relations



Teach children to manipulate letter-sounds in print using word-building activities



- Manipulate letter tiles or magnets to show how to build and change words
- Have children practice spelling and reading words using the letter-sound relations they have been taught



National Center on
Improving Literacy

This research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #-5283D160003). The opinions expressed are those of the authors and do not represent views or policies of OIESEP, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. © National Center on Improving Literacy. <http://improvingliteracy.org> | <https://www.facebook.com/improvingliteracy>





The Little Learners set focuses on 'phonemic awareness and alphabet knowledge' through an explicit sequence (stages) of sounds that have been chosen because some letters and sounds are more easily written and learned than others.

This sequential program has 7 stages and it is developed from evidence-based literacy research. Children start 'reading' real stories once they know the first 8 'sounds'

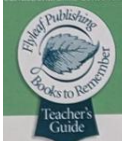
Overview of books and stages of Little Learners Love Literacy

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE PLUS 4	STAGE 5	STAGE 6
m s f a	b h n o	y r e qu	j u k x	ll ss ff	ck	sh ch th ng
p t c l	d g l v z		w			

STAGE 7

UNIT 1	ai ay ee ea -y igh ie -y oa	UNIT 3	oo ow ou oi oy oo
UNIT 2	ar or ow er ur ir air	UNIT 4	o-e e-e i-e o-e ow u-e ew ue ph wh





Reading Series 1: Jen's Best Gift Ever

Word Chains

Letter Cards: s(2), p, i, n, g, u, l, o, t, r

Word Chain to Emphasize Initial Blends:

spins → spin → pin → pig → pug → plug → lug → log → fog → frog

Letter Cards: l, o, f, t, s, i, a, p, c, j, u, d, k

Word Chain to Emphasize Final Blends:

loft → soft → sift → lift → list → last → past → pest →

jest → just → dust → dusk → desk

Close Reading Instruction

Complete the Day 1 activities in the *Jen's Best Gift Ever* Close Reading Guide.

Foundational Skills Instruction, continued

Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

Connecting Spelling to Meaning

Inflectional Ending -s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
1	Jen lifts back her quilt and jumps from bed.	lift: jump	lift + s → lifts jump + s → jumps	/s/ /s/
3	She runs to the calendar...	run	run + s → runs	/z/
5	"I am seven-seven, seven, seven," she sings as she runs to tell Mom and Dad.	sing run	sing + s → sings run + s → runs	/z/ /z/

REMINDER

If possible, save the chart created in this Connecting Spelling to Meaning activity for use on Days 2-4. You can add to the chart each day.

TEACHER TIP

Note that each student will need two letter cards for this activity.

This Close Reading Guide is included in your sample pack.



Reading Series 1: Jen's Best Gift Ever

Day 2

Foundational Skills Instruction

Vowel Syllable Pattern Sort 1, continued

Words: rug, gift, a, kitten, happy, snug, black, ribbon

Sorting Tips

kitten, ribbon: One word at a time, divide the words into syllables (*kit/ten, rib/bon*) on the board. Determine that each syllable is a closed syllable, then write the syllables in the appropriate column of the chart followed by the word it is part of. Remember to write a dash to indicate the syllable's position in the words: *kit- (kitten), rib- (ribbon)*. For kitten say: When we divide the word *kitten* into syllables and pronounce each syllable alone, the second syllable sounds like the word *ten*. Pronouncing the syllable this way when we divide the word will help us remember how to spell the word. But when we read the whole word back, we need to adjust our pronunciation to make the word sound right: *kitten*. For ribbon say: When we divide the word *ribbon* into syllables and pronounce each syllable alone, the second syllable sounds like *bon* (pronounce the syllable with a short /o/ sound). Pronouncing the syllable this way when we divide the word will help us remember how to spell the word. But when we read the whole word back, we need to adjust our pronunciation to make the word sound right: *ribbon*. Invite students to practice reading the syllables and words after they have been recorded on the chart.

happy: Divide the word into syllables (*hap/py*) on the white board. Determine that the first syllable is a closed syllable and the second is an open syllable, then write each syllable and the word it is part of in the appropriate column of the chart. Write a dash to indicate each syllable's position in the word: *hap- (happy) -py (happy)*. After recording the syllables and complete word, invite students to practice reading them.

Phoneme-Grapheme Mapping

Words: snags, twists, desk, quilt, drags, strand

Mapping Tips

snags, twists: Tap five and six sound boxes in the grid. Ask students to segment the word into sounds as you guide them to write one sound in each box. Guide students in adding the inflectional ending -s to form the third person singular.

quilt: Tap five sound boxes in the grid. Explain to students that the /kw/ blend will need two boxes because it will be spelled with the letter *q* for the /k/ sound and the letter *u* for the /w/ sound.

drags: Tap five sound boxes in the grid. Guide students in using the letter *d* to spell the first sound in the consonant cluster sound /ftr/. Guide students in adding the inflectional ending -s to form the third person singular.

strand: Tap six boxes in the grid. Monitor to be sure students hear and/or feel all of the sounds in the initial triple blend, *str*, and the final blend, *nd*. Then direct students to write the letters in separate boxes.

REMINERS

- Use the chart started on Day 1 for the Days 2-4 Vowel Pattern Sort activity and the Connecting Spelling to Meaning activity.
- Once the day's activity is complete, have students read back all the words that have been recorded to reinforce the spelling and reading connection.

s	n	a	g	s	snags	
t	w	i	s	t	s	twists
d	e	s	k	desk		
q	u	i	l	t	quilt	
d	r	a	g	s	drags	
s	t	r	a	n	d	strand

REMINERS

- For explicit instruction on how to map a word with no instruction noted here, refer to the model lesson.
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.





Decodable Literature Library Spectrum of Literacy Scope and Sequence

The Decodable Literature Library scope and sequence begins with a consolidation of foundational skills and progresses into intermediate to advanced phonics skills.

Reading Series One books are decodable with the skills introduced in the Emergent Reader Series.

Reading Series Two books are decodable with foundational skills plus the target letter-sound correspondence introduced in each book.

Single Long Vowels & Patterns are considered floating skills within Reading Series Two in our sequence. They can be introduced at any time after the Long Vowels with Silent e level (light orange) or in Reading Series Three.

Reading Series Three books are decodable with all foundational and intermediate skills, plus the target letter-sound correspondence introduced in each book.

Reading Series One: Foundational Skills Consolidation

Part 6: Foundational Skills Consolidation	Target Letter-Sound Correspondence	Book Title
	Review schwa /ə/ sound	"Cull Talk" Poem
	Review /ŋ/ sound spelled nk	"Yuck" Poem
	Foundational skills consolidation:	The Sunset Poem
	Single consonants and short vowels:	Jimi Beak "Oh Yeah"
	f ss ll nn xx zz /f/ ck ;	It's Halloween!
	mp nk /m/ ts /t/ wh /w/	"Mig and Jimi Sled Trip"
	ph ss ll nn xx zz /ph/ ss /t/	Just a Bee!
	ll ll /l/ or /l- ed	"Max's Wet Town"
		Great Candema Day!
		Will It Slip at Bat?

Reading Series Two: Intermediate Skills

Part 7: Intermediate Skills	Target Letter-Sound Correspondence	Book Title
	Review digraph /ng/ sound spelled ng	The King of Spring
	Review digraph /th/ sound spelled th	The Twins, Tim and Tux
	Review digraph /wh/ sound spelled wh	The Twins, Tim and Tux
	Digraph /ch/ sound spelled ch, ech	Mr. Sanchez and the Kickball Champ
	Digraph /sh/ sound spelled sh	From the Fish Gets His Wish
	Digraph /r/ sound spelled ph	"Phil Can Read" Poem
	Consonant digraph consolidations: /th/ th ;	Interesting Elephants
	/ch/ ch , /sh/ sh , /mp/ mp , /nk/ nk ;	
	/f/ wh	
	Long /i/ sound spelled e, e	The Case of Jake's Escape
	Long /i/ sound spelled e	My Summer Camp Trip
	Long /i/ sound spelled e, e	Miss Molly's Steve
	Long /i/ and long /ioi/ sounds spelled u, e	Summer Fun at Duke Park
	Long vowel with silent e consolidations:	
	/i/ e, ee , /i/ e, ee , /i/ ee , /i/ ee ;	Amazing Snakes!
	/i/ and /ioi/ u, e	
	Long /a/ sound spelled a	
	Long /e/ sound spelled e	Luna Moth
	Long /i/ sound spelled i	
	Long /i/ and long /ioi/ sounds spelled u	
	Long /i/ sound spelled igh	"Good Bye" Poem
	Single long vowels and patterns	
	consolidations: /i/ ee , /e/ ee , /i/ igh &	
	patterns: /i/ igh , /i/ o & patterns oid , ost ;	Queen Bee Needs to Be Free
	/i/ and /ioi/ u	
	Consonant /j/ sound spelled g, dge	Dog Agility
	Consonant /s/ sound spelled e	
	f-Controlled /ar/ sound spelled ar	Mary's Trip to Mars
	f-Controlled /or/ sound spelled or	A Sled Dog Morning
	f-Controlled /ur/ sound spelled ur	For Tree Circus
	f-Controlled vowel consolidations: /ur/ or ;	Pearl Learns a Lesson
	/w/ or , ee , ee , /ur/ or	

*Introduction of a single consonant assumes the skill of doubling that consonant.

*Emergent Reader Companion books are designed to pair with Decodable Literature Library Reading Series One books. Companion books build background knowledge and decoding skills and prepare for fluent reading experiences in more advanced texts.

Copyright 2019 Holt Publishing
www.holtpublishing.com | 800-449-7000

The Decodable Literature Library scope and sequence begins with a consolidation of foundational skills and progresses into intermediate to advanced phonics skills.

Reading Series One books are decodable with the skills introduced in the Emergent Reader Series.

Reading Series Two books are decodable with foundational skills plus the target letter-sound correspondence introduced in each book.

Single Long Vowels & Patterns are considered floating skills within Reading Series Two in our sequence. They can be introduced at any time after the Long Vowels with Silent e level (light orange) or in Reading Series Three.

Reading Series Three books are decodable with all foundational and intermediate skills, plus the target letter-sound correspondence introduced in each book.

Reading Series Three: Advanced Skills

Part 11: Sound Digraphs	Target Letter-Sound Correspondence	Book Title
	Long /ei/ sound spelled ee	Lin Lim and the Seagulls
	Long /ei/ sound consolidation:	Ship the Sheep of Caladorn
	/ei/ ee , ee , y	
	Long /oi/ sound spelled oo, oo, ow	Tracking with Uncle Joe
	Long /oi/ sound consolidation:	Plates, Quakes, and Growing Magna
	/oi/ oo , oo , ow	
	Long /ai/ sound spelled ai, ay	Small Holes the Ingal
	Long /ai/ sound consolidation: /ai/ ai , ai , ay	Keeping Track of Small Facts
	Long /i/ sound spelled y	Oh My! It Must Be the Sky!
	Long /i/ sound consolidation: /i/ i , y	Bicycle Life Cycle
	Long /oi/ sound spelled oo, oo, u, e	The Splendid Pool
	Short /oi/ sound spelled oo	Flapsacks from Paul Bunyara's Kitchen
	Long /oi/ sound spelled oo	"Which Is Bluer?" Poem
	Short /oi/ sound spelled oo	"What Is It? Take a Look!" Poem
	Long /oi/ and long /ioi/ sound consolidation:	True Bugs
	/oi/ oo , oo , oo , ee , /i/ oo , u , e	
	/oi/ sound spelled oo, ow	Somewhere Desert Seasons
	/oi/ sound spelled oo, ow	Ben-Ben the Dinosaur Cow
	/oi/ sound spelled oi, oy	Margaret Strong, Toy Collector
	/oi/ oi , /oi/ consolidation:	Planets, Asteroids, and Our Solar System
	/oi/ oo , ow , /ai/ oi , ow , /oi/ oi , oy	
	Long /ai/ sound spelled ee, ee, ey, eigh	
	Long /ai/ sound spelled ey, ei	Poetry Anthology 1: Head to a Pleasant Spot
	Short /ai/ sound spelled ee	and Other Poems to Remember
	Short /ai/ sound spelled a	
	Short /ai/ sound spelled a, oul	
	Short /ai/ sound spelled oo, oo	
	/ai/ sound spelled ough, ough	
	Long /oi/ sound spelled oo, oi	Poetry Anthology 2: Cousin Trouble and
	Consonant /i/ sound spelled ee	Other Poems to Remember
	Consonant /m/ sound spelled mm	
	Consonant /n/ sound spelled nn	
	Consonant /s/ sound spelled ss	

*Introduction of a single consonant assumes the skill of doubling that consonant.

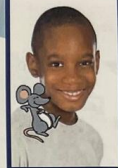
*Emergent Reader Companion books are designed to pair with Decodable Literature Library Reading Series One books. Companion books build background knowledge and decoding skills and prepare for fluent reading experiences in more advanced texts.

Copyright 2019 Holt Publishing
www.holtpublishing.com | 800-449-7000



How do I fit *Primary Phonics*® into my curriculum?

Primary Phonics® can easily be incorporated into any existing reading curriculum, using the components in conjunction with each other or independently. The following Scope and Sequence chart lists the phonic concepts addressed at each level.



Primary Phonics® Scope and Sequence

Level	Consonant Sounds	Short Vowels	Long Vowels	Vowel Digraphs	Consonant Blends	r-Controlled Vowels	Consonant Digraphs	Diphthongs	Additional Concepts Introduced
K	b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y, z								Sight words
1		a, i, o, u, e							Sight words
2			Short e		ai, oo, ee, oa, oi, ou				Sight words Sentence construction
3	x				Initial & final blends, twin consonants ff, ll, gg, ss, zz, ee		ck		Sight words Plural -s Compound words Two-syllable words
4						or, oo, oo, oo, oo	ch, ch, th, sh, wh		Sight words Consonant + le Endings -ed, 's Vowel + ng, nk
5	y, qu			oo (oo, oo), aw (ai, ay, oy, ow)				ow (ou, oo)	Sight words a = /aw/ Vowel y (i, a) Initial wa
6			Long i (igh) Long o (oak)	io, oo, oo			ph	oy, oi	Sight words Soft c (oa, ci, cy) Soft g (ge, ge, gy, dge) Plural -es

For detailed product information, visit epsbooks.com/pp



Encouragement from the Wauwatosa Public Library

Wauwatosa Public Library has built a substantial SOR collection to support literacy. We have become known by educators as the place to "shop". More importantly, we receive feedback from excited parents that their child is reading. As a public library, it is our responsibility to not only promote literacy, but give every child the opportunity, the right, to learn to read.









2,500 × 882



