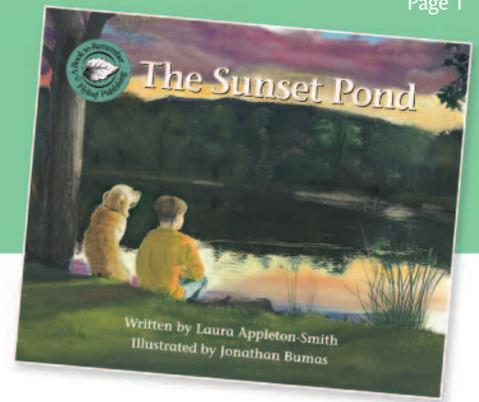


Decodable Literature Library Foundational Skills Guide

Reading Series 1: *The Sunset Pond*



Deliver Day 1–4 instruction to help students read the words they will encounter in the book *The Sunset Pond*. Before guiding students through the activities with the words provided, become familiar with the model lessons in the Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student. Post the Foundational Skills Purpose Statement before beginning each day's activities.

Day 1

Foundational Skills Instruction | pages 1–6

Introduce Target Letter-Sound Correspondence Foundational Skills Consolidation

Reading Series One books are designed to consolidate knowledge of English phonics and spelling patterns; build automaticity with CVC, CCVC, CVCC, and CCVCC words with and without inflectional endings; and ensure that more words are recognized by sight. As they progress in the series, students should also begin to recognize syllables within multisyllabic words and understand the connection between the spelling and meaning of inflectional endings.

Vowel Pattern Sort 1

Words: be, just, he, to, west, sunset, dusk, may, down, begun, daffodils, half

Sorting Tips

sunset: Identify the word *sunset* as a compound word, then divide it into syllables (sun/set) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is a part of in the appropriate column on the chart, writing a dash to indicate each syllable's position in the word: *sun-* (*sunset*), *-set* (*sunset*). After recording the syllables and complete word, invite students to practice reading them.

may: Model the identification of the word as having more than one vowel by saying: *We know that a, e, i, o, and u are vowels but sometimes the letters y and w act like vowels. Since the word may has an ay vowel combination, we can say that the word has two vowels.* Model how to write *may* in the "more than one vowel" section of the chart. Many students will recognize the word *day* by sight. Remind them that if they can read *day*, they can also read *may*. Invite students to practice reading the word.

down: Model the identification of the word as having more than one vowel by saying: *I know that the vowels are a, e, i, o, and u but sometimes the letters y and w act like vowels. Since the word down has an ow vowel combination, we can say that the word has two vowels. Since the word has more than one vowel, I will write it in the "more than one vowel" section of the chart.* Invite students to practice reading the word.

daffodils: Divide the word *daffodils* into three syllables (daf/fo/dils) on the board. Identify the vowel pattern in each of the syllables—closed (VC), open (V), closed (VC)—then write each syllable as well as the word it is a part of in the correct column of the chart: *daf-* (*daffodils*), *-fo-* (*daffodils*), *-dils* (*daffodils*). Say: *When we divide the word daffodil into syllables and pronounce each syllable alone, the second syllable sounds like /fo/ (pronounced like the word go). 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: daffodil.* Invite students to practice reading the word. TT

Practice Reading a Tricky Word

half: Write the word *half* on the board. Say: *In the word half, the letter l is silent. Say the word with me: half.*

Target Letter-Sound Correspondence

Foundational Skills Consolidation



Spectrum of Literacy

Flyleaf's Spectrum of Literacy is a comprehensive and systematic phonics scope & sequence that progresses from basic decoding to fluent independent reading.

Foundational Skills Purpose Statement

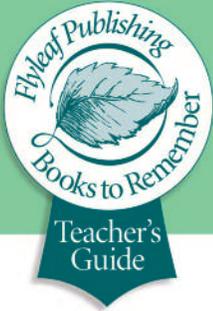
- I can use strategies to read words I do not know.

REMINDERS

- Refer to the Vowel Pattern Sort 1 Master Chart at the end of this guide for accurate word/syllable placement.
- Once the day's activity is complete, have students read back all the words and syllables that have been recorded to reinforce the spelling and reading connection.
- If identifying, sorting, and recording syllables in multisyllabic words takes too much time, write some of the multisyllabic words on the board, divide the words into syllables, and practice blending the syllables back into words without taking the time to record them on the chart.
- Save the chart created in this activity for use on Days 2–4. You will add to the syllable chart each day.

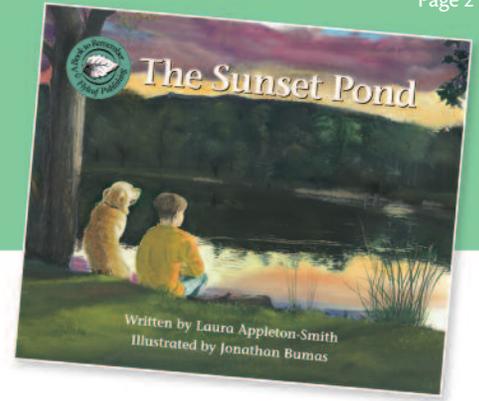
TEACHER TIP

In spoken English, unstressed syllables often reduce the vowel sound to a schwa pronunciation. When dividing written words into syllables, model the pronunciation of the vowel in the syllable as if it were not pronounced as a schwa. This enables students to remember the correct spelling of the word. Once the word has been divided into syllables and sorted, remind students how the whole word is pronounced in spoken English.



Decodable Literature Library Foundational Skills Guide

Reading Series 1: The Sunset Pond



Word Chains

Letter Cards: j, u, s(2), t, e, w, p, a, f, r, g **TT**

Word Chain to Emphasize Final s Blends:

just → jest → west → pest → past → fast →

fat → rat → rap → rasp → grasp → grasps

Letter Cards: s(2), k, i, p, l, m, w, u, a, c, t, o, e

Word Chain to Emphasize Initial s Blends: **TT**

skip → slip → slim → swim → swum → swam → scam →

scat → slat → spat → spot → stop → step → steps

TEACHER TIP

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

TEACHER TIP

In this chain, there is one change that requires switching the positions of sounds (spot → stop). Cue students for this change by saying: *The next change is tricky because this time the change happens by moving two consonant sounds in the word to a different position to make a new word.* Scaffold students to hear the sounds and make the necessary card position switch.

Close Reading Instruction

Complete the Day 1 activities in *The Sunset Pond* 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.

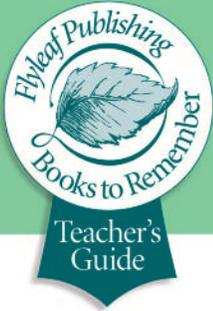
Connecting Spelling to Meaning

Inflectional Ending –s or –es as Tense Markers				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
3	Matt asks his mom and dad...	ask	ask +s → asks	/s/



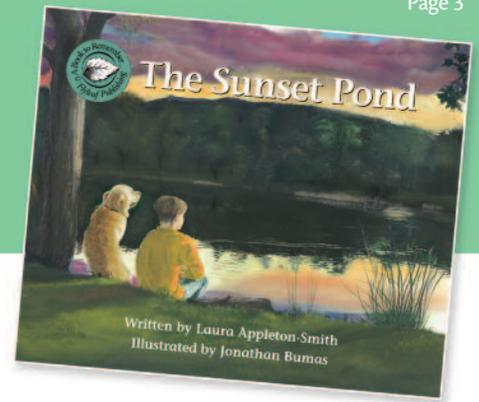
REMINDER

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.



Decodable Literature Library Foundational Skills Guide

Reading Series 1: *The Sunset Pond*



Day 2

Foundational Skills Instruction | pages 7–12

Vowel Pattern Sort 1, *continued*

Words: wet, picks, yells, swims, stick, a, huffs, grasps, drops

Phoneme-Grapheme Mapping

Words: stick, drops, drifts, glints, grasps

Mapping Tips

stick: Tap four sound boxes in the grid. Be sure students hear and/or feel all of the sounds in the *st* blend and write the *s* and *t* in separate boxes. Monitor to be sure students are using the digraph *ck* for the /k/ sound, and scaffold as necessary to ensure that they are writing it in one box because it represents only one sound.

drops: Tap five sound boxes in the grid. Monitor that students are using the letter *d* to spell the first sound in the consonant cluster sound /jr/. Say: *When we say the blend at the beginning of drops, we hear a /jr/ sound, but we spell it dr.* Direct students to write the *d* and the *r* in separate boxes. Monitor to be sure that students are adding the plural *-s*.

drifts, glints, grasps: Tap six sound boxes in the grid. Be sure that students hear all of the sounds and record all of the letters to spell the initial and final blends and third person singular endings.

REMINERS

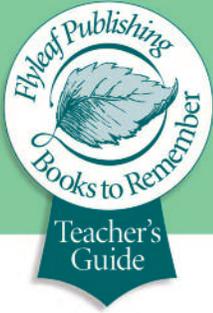
- Use the chart started on Day 1 for the Days 2–4 Vowel Pattern Sort activity and the Connecting Spelling to Meaning activity.
- Once the day's activity is complete, have students read back all the words that have been recorded to reinforce the spelling and reading connection.

s	t	i	ck			stick
d	r	o	p	s		drops
d	r	i	f	t	s	drifts
g	l	i	n	t	s	glints
g	r	a	s	p	s	grasps

REMINERS

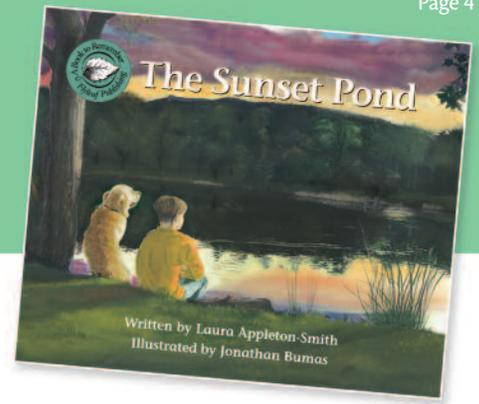
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.





Decodable Literature Library Foundational Skills Guide

Reading Series 1: *The Sunset Pond*



Day 2, continued

Close Reading Instruction

Complete the Day 2 activities in *The Sunset Pond* 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, continued

Inflectional Endings –s or –es as Tense Markers				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
7	Matt picks up a stick and tosses it...	pick toss	pick + s → picks toss + es → tosses	/s/ /iz/
7	"Jump in, Bud," yells Matt.	yell	yell + s → yells	/z/
9	Bud jumps in the pond and swims fast.	jump swim	jump + s → jumps swim + s → swims	/s/ /z/
9	He huffs and puffs as he grasps it...	huff puff grasp	huff + s → huffs puff + s → puffs grasp + s → grasps	/s/ /s/ /s/
11	Bud drops the stick in front of Matt...	drop	drop + s → drops	/s/
11	Matt pats him and tells him...	pat tell	pat + s → pats tell + s → tells	/s/ /z/
11	Bud wags big wet drips on Matt's legs and hands.	wag	wag + s → wags	/z/

Day 3

Foundational Skills Instruction | pages 13–22

Vowel Pattern Sort 1, continued

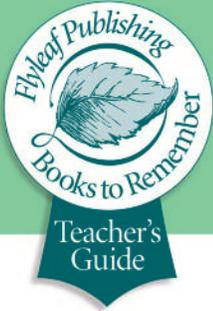
Words: then, scans, frog, what, bull, quick, clump, hidden

Sorting Tips

hidden: Divide the word into syllables (hid/den) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is a part of in the appropriate column on the chart. Write a dash to indicate the syllable's position in the word: *hid-* (*hidden*), *-den* (*hidden*). After recording the syllables and complete word, invite students to practice reading them.

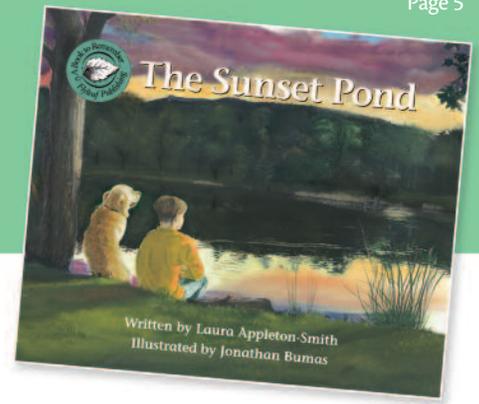
REMINDER

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.



Decodable Literature Library Foundational Skills Guide

Reading Series 1: *The Sunset Pond*



Phoneme-Grapheme Mapping: Rabbit Word Strategy

Words: hidden, sunset, cannot

Rabbit Word Strategy

1. Identify the vowels in the word and make a red dot above each vowel.
2. Connect the dots with a straight line.
3. Label each of the vowels with a V (write above the dots).
4. Identify the letters between the vowels as consonants and label them each with a C.
5. Recognize the pattern as VCCV and dissect the word by drawing a vertical line between the two consonants.
6. Draw a loop under each syllable.
7. Read each syllable.
8. Blend the syllables to read the word.

	v	c	c	v	
h	i	d	d	e	n
⌒		⌒			
	v	c	c	v	
s	u	n	s	e	t
⌒		⌒			
	v	c	c	v	
c	a	n	n	o	t
⌒		⌒			

Close Reading Instruction

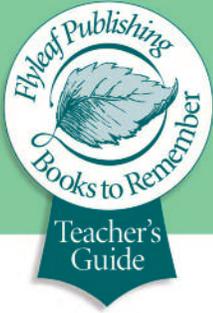
Complete the Day 3 activities in *The Sunset Pond* Close Reading Guide.

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.

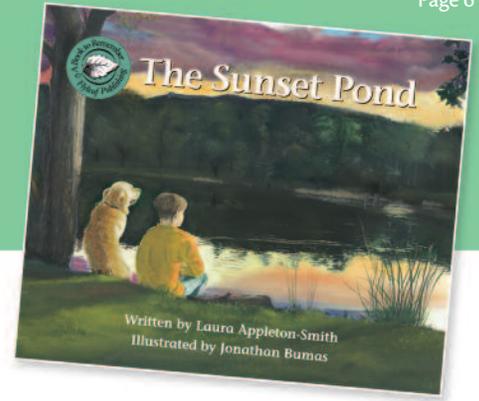
Connecting Spelling to Meaning, *continued*

Inflectional Ending –s or –es as Tense Markers				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
13	Just then Bud stops and scans the pond.	stop scan	stop + s → stops scan + s → scans	/s/ /z/



Decodable Literature Library Foundational Skills Guide

Reading Series 1: The Sunset Pond



Day 4

Foundational Skills Instruction | pages 23–31

Vowel Pattern Sort 1, *continued*

Words: swims, dock, naps, rocks, glints, duck, still, visit, for

Sorting Tips

visit: Divide the word into syllables (vis/it) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is part of in the appropriate column on the chart. Write a dash to indicate the syllable's position in the word:

vis- (visit), -it (visit). After recording the syllables and complete word, invite students to practice reading them.

for: Confirm that *for* is neither a closed syllable nor an open syllable. Then say: *In the word for, the letter r changes the sound the vowel o makes. Because of this, or is an r-controlled vowel pattern, so I will write for in the "r-controlled vowel" section of the chart.* After recording the word, invite students to practice reading it.

REMINDER
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.

Phoneme-Grapheme Mapping to Focus on Blends

Words:

wet/west
had/hand
pop/plop
sip/slip

w	e	t	wet	
w	e	s	t	west
h	a	d	had	
h	a	n	d	hand
p	o	p	pop	
p	l	o	p	plop
s	i	p	sip	
s	l	i	p	slip

Close Reading Instruction

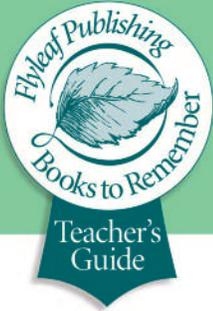
Complete the Day 4 activities in *The Sunset Pond* Close Reading Guide.

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.

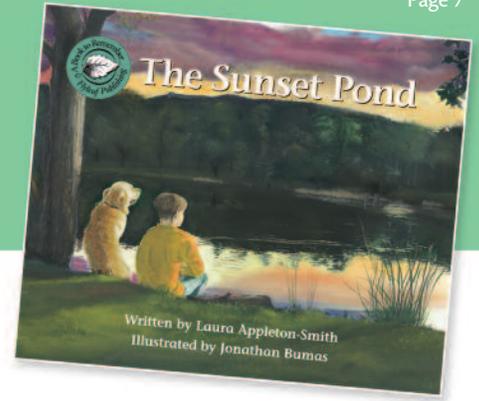
Connecting Spelling to Meaning, *continued*

Inflectional Ending –s or –es as Tense Markers				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
23	Bud naps as Matt skips rocks on the pond.	naps skips	nap + s → naps skip + s → skips	/s/ /s/
25	As the sun slips ... the pond glints red and pink.	slip glint	slip + s → slips glint + s → glints	/s/ /s/
25	A duck lands on the pond and drifts in the sunset.	land drift	land + s → lands drift + s → drifts	/z/ /s/



Decodable Literature Library Foundational Skills Guide

Reading Series 1: *The Sunset Pond*



TEACHER TIPS

- **Pattern Being Assessed**
Initial and final s blends.
- For your own teaching knowledge, consonant blends can also be referred to as consonant clusters.

Post-Reading

Once you have completed Foundational Skills and Close Reading instruction for this book, monitor skill development, specifically the reading of initial and final s blends, with the assessment below. Use a blank sheet of paper to cover everything other than the Progress Monitoring Assessment chart, and then ask students to read the words in each column. Record student responses on individual response sheets found in the Blackline Master section of this guide.

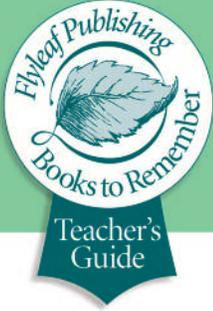
Progress Monitoring Assessment

Target Letter-Sound Correspondence	Nonsense Words	Real Words	High-Frequency Puzzle Words
	jusk	scans	may
	smask	swim	down
	gresp	steps	for
	drist	spots	into
	slocks	slug	what

Oral Reading Fluency Assessment and Miscue Analysis

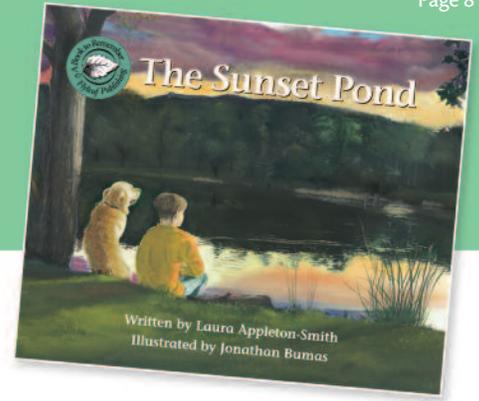
A passage for oral reading fluency and miscue analysis is available for each book in the Blackline Master section of this guide.





Decodable Literature Library Foundational Skills Guide

Reading Series 1: The Sunset Pond



Vowel Pattern Sort 1 Master Chart

Open Syllable V	Closed Syllable VC				Not an Open or Closed Syllable
Day 1 be he be- (begun) -fo- (daffodils) Day 2 a Day 3 (no words) Day 4 (no words)	Day 1 just west sun- (sunset) -set (sunset) dusk -gun (begun) daf- (daffodils) -dils (daffodils) half six* sun set past Matt Bud pond hill plan back steps soft grass on- (onto)	Day 2 wet picks yells swims stick huffs grasps drops fast puffs pats wags drips legs hands	Day 3 then scans frog quick clump hid- (hidden) -den (hidden) log bank can- (cannot) -not (cannot) jumps swim yells fast hops lands plop bank in- (into)	Day 4 swims dock naps rocks glints duck still vis- (visit) -it (visit) skips slips hills drifts pick when	More than one vowel or r-controlled vowel Day 1 may down they Day 2 (no words) Day 3 (no words) Day 4 for Irregular pronunciation Day 1 to from the front of -to (onto) Day 2 (no words) Day 3 what bull -to (into) Day 4 (no words)

*Words printed in black typeface are recommended for the Vowel Pattern Sort activity. If those words are too challenging for students, or if students need extra practice with high-frequency words, use words printed in gray typeface.