

Decodable Literature Library Foundational Skills Guide

Reading Series 2: Overview

Welcome to Flyleaf's Reading Series 2 Foundational Skills Guides. The materials you need to deliver foundational skills instruction are contained in three binders. Binders 1 and 2 hold the foundational skills teacher's guides for each of the books in the series, in Scope and Sequence order, and formative assessment materials. The Resources Binder contains model lessons and blackline masters for your reference and use as you prepare for and deliver instruction, and several assessment resources are also included in this binder: Book-by-Book Progress Monitoring Assessment Student Response Records, Book-by-Book Oral Reading Fluency Passages, and the Reading Series 2 Miscue Error Analysis Instructions and Record Sheet. Note that the Overview and Scope and Sequence appear twice: at the beginning of both Binder 1 and Binder 2, for your ease of reference.

These foundational skills instructional materials are designed to be used in conjunction with materials in Flyleaf's Close Reading Guides. On most days, you will be working with both foundational skills and close reading materials.

Students entering Flyleaf's Decodable Literature Library Reading Series 2 are expected to be in the full-alphabetic phase of word reading development. They should be reading both simple and complex closed syllables with all five short vowels.

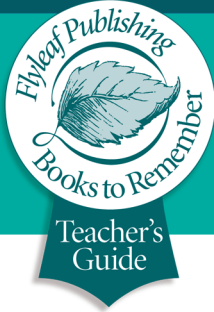
In the first section of the Reading Series 2 Scope and Sequence (the Consonant Digraph section), foundational skills instruction is designed to solidify students' ability to read complex closed syllables with digraphs, trigraphs, and/or blends. Students are assessed at the end of this section of the scope and sequence to determine that they are fully competent with complex closed syllables. Once competency is established, they are ready to transition out of full-alphabetic phase of word reading development to the consolidated-alphabetic phase of word reading.

For the remainder of the Reading Series 2 Scope and Sequence, foundational skills instruction is designed to advance students' reading skills into the consolidated-alphabetic phase of word reading, which includes orthographic word learning, or the recognition of common spelling patterns.

As you guide students into the consolidated phase of word reading, your instructional emphasis will shift to helping students recognize common spelling patterns for long vowels and *r*-controlled vowels. As students become more adept at recognizing spelling patterns, their ability to decode words by sight and read unfamiliar words by analogy will increase. A student in the full-alphabetic phase of word learning, for example, would read the word *bend* /b/ /e/ /n/ /d/. A student in the consolidated-alphabetic phase would read /b/ /end/ and would be able to apply the same knowledge to the words *send*, *mend*, and *extend*.

This developing ability to recognize orthographic units allows students to read with greater efficiency because they are processing larger units, such as syllables, therefore, they do not have to read words sound by sound. This skill also applies to the recognition of affixes—inflectional endings including *-er*, *-ed*, *-ly*, etc. This consolidated phase of word learning typically begins in the second grade and progresses in proficiency, scope, and complexity until about fifth grade (Ehri, 2014).

The words students work with in each Foundational Skills Guide are the words they will read in the corresponding Reading Series 2 book, so they can immediately apply what they have learned about oral language and phonics to meaningful, connected text. As students become increasingly metalinguistic, or aware of how the English language works in print, and gain practice with aspects of the language that arise from the print, they will become more and more successful at reading complex words and text. These Foundational Skills Guides follow research recommendations that phonemic awareness, decoding, spelling, and word recognition instruction be well coordinated with each other and text (Brady 2012).

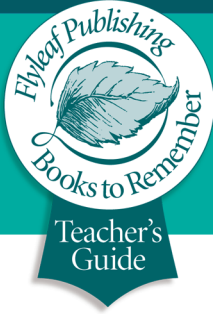


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The following chart provides information about the six vowel patterns (or syllable types) in English. The focus in Reading Series 2 Foundational Skills Guide instruction will be on reviewing and expanding knowledge of closed syllables, and learning about and reading open syllables in multisyllabic words as well as vowel consonant *e* (VCe) and *r*-controlled (Vr) syllables. Students will also be introduced to the consonant-*le* pattern as a syllable division strategy.

Vowel Patterns Represented in English Syllables

Syllable Type/Vowel Pattern	Examples	Definition
Closed (VC) Student-friendly term: Closed syllable	it, hop, puffs, pond, quick, blast, unlock	A syllable with one vowel followed by one or more consonants; vowel is pronounced with the short vowel sound.
Open (V) Student-friendly term: Open syllable	she, he, hi, so, l, o— (as in the first syllable in <i>open</i>), by	A syllable with one vowel that is not followed by another letter. The vowel is pronounced with the long vowel sound, which is the same as the name of the vowel. (An exception to the “same as the name of the vowel” rule is the sound <i>y</i> makes when it functions as a vowel.)
Vowel Consonant <i>e</i> (VCe) Student-friendly term: Silent <i>e</i> syllable	name, smile, cute, Steve, stove	A syllable with one vowel followed by a consonant and a silent <i>e</i> . The silent <i>e</i> signals that the pronunciation of the first vowel will be its long vowel sound.
<i>r</i> -Controlled (Vr) Student-friendly term: Bossy- <i>r</i> syllable	far, fort, dirt, curl, her	A syllable with one or more vowels immediately followed by the letter <i>r</i> (e.g., <i>ar</i> , <i>or</i> , <i>ir</i> , <i>ur</i> or <i>er</i>) that produces a new vowel sound influenced by the <i>r</i> .
Vowel Partners (VV) a. Vowel Digraphs b. Variant Vowel Digraphs and Diphthongs Note that this is not introduced to students as a syllable type/vowel pattern until Reading Series 3.	a. seed, coat, pail, train, show, speak, bay b. scout, crown, spoil, boy, new, book, zoom, crawl, caught	a. Vowel Digraphs: Two vowels side by side that form a team to say the long sound (or name) of the first letter in the pair. (When two vowels go walking, the first one does the talking and says its name.) b. Diphthongs: Two vowels side by side that form a team to produce another sound that is not the short or long sound of either vowel in the team (e.g., <i>ow</i> as in <i>cow</i> , <i>oo</i> as in <i>zoom</i> , <i>oo</i> as in <i>book</i>).
Consonant- <i>le</i> (C + le) Note that this is used as a syllable division strategy in Reading Series 2, but is not introduced to students as a syllable type/vowel pattern until Reading Series 3.	bubble	An unaccented final syllable that contains a consonant followed by the consonant sound /l/ spelled <i>le</i> . The sound of the <i>le</i> spelling in this type of syllable is pronounced just like the /l/ sound.



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Days 1–4 Foundational Skills Instruction

Each day's foundational skills activities are designed to increase the likelihood that students will be able to decode or recognize unfamiliar words in the text. Before beginning each day's reading, post purpose statements to focus student attention on specific reading strategies. Refer to boxed teacher tips and reminders for helpful information about instruction. After completing each day's foundational skills instruction, move to the day's close reading instruction. Pacing will vary depending on the needs of your students, but in total, each day's foundational skills instruction is designed to take about 25–35 minutes.

Foundational Skills Lessons

Model lessons are provided for most foundational skills activities. Before working with students, use the model lessons to practice delivering instructional routines. Allow yourself as much repeated practice as necessary until you feel adept at the delivery of instruction to students.

Introduce Target Letter-Sound Correspondence

According to research, articulatory feedback is one of the most effective ways to teach letter-sound correspondences, so when you introduce a new target letter-sound correspondence, you will focus on what students see, feel, and hear when they produce the phonemes, or sounds, that correspond to the graphemes, or letters/letter combinations that represent a sound (Ehri, 2014; Moats, 2015). This exploration provides the sensory feedback students need to link a sound with its graphic representation in the brain.

Identifying Vowel Syllable Patterns

Identifying vowel syllable patterns (sometimes referred to simply as “vowel patterns”) is an important component of Reading Series 2 instruction. In this series, closed and open syllables are reviewed and silent *e* and bossy-*r* syllables are taught. When a book's target letter-sound correspondence is a new vowel pattern, this activity guides you in a research-supported instructional approach to help students understand the pattern (Knight-McKenna, 2008). Use of letter cards in an initial group activity helps to show how words (and thus their syllable patterns) change with the addition or removal of a letter. This initial activity goes on to introduce students to a checklist of specific criteria (visual and auditory) that will help them identify the syllable pattern. While this preliminary exploration occurs just on the first day of instruction of the vowel pattern, the use of checklists continues throughout the book's instruction and throughout the series.

Listen, Sort, Read

In this word sorting activity, you will guide students to auditorially sort and then practice reading words with target spelling patterns. Because students cannot rely just on visual cues to decide where to place words, they will call on their knowledge of pronunciation and spelling to sort words. After the placement of each word and at the end of the activity, you will ask students to read all of the words in each column, reinforcing the connection between the pronunciation of words and their spellings. Regular use of this activity helps students become adept at making generalizations about spelling conventions (Ganske, 2000), and will give them practice reading the words they will encounter in the book.

Spelling and Reading Sort

At the end of Reading Series 2, the Listen, Sort, Read activity evolves into the Spelling and Reading Sort. This activity focuses on the sorting of words containing the same sound spelled in different ways. The comparing and contrasting of different spellings for the same sound will help you provide a rich cognitive experience that will serve students well in understanding how the English language works, as well as help them remember how to spell words. This will continue to be a focus of instruction as students move into Reading Series 3.

Vowel Pattern Sorts 1–4

Vowel Pattern Sort activities are designed to reinforce students' understanding of vowel syllable patterns. When students sort words or syllables by their orthographic features, they examine words closely. Through this process, they come to understand the way words are similar and different and they discover spelling patterns that represent particular sounds and meaning. The word sorting process helps students to organize what they know about orthographic patterns, and over time, they can apply this knowledge to unfamiliar words that they encounter in their reading or that they need to spell in their writing (Ganske, 2000; Bear et al., 2011).



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The words used for each sort come from the day's reading and include single-syllable and multisyllabic words. Over the course of the series, through a progression of Vowel Pattern Sort activities, you will scaffold students to determine whether a word or syllable has an open, closed, silent *e*, or bossy-*r* vowel pattern (or has an irregular pronunciation) and record those words or syllables on a chart. When possible, High-Frequency Puzzle Words are included in Vowel Pattern Sort activities. This will help students recognize patterns in high-frequency words with regular spellings and recognize by sight high-frequency words with irregular spellings and/or pronunciations.

We recommend that at the end of each day's work on this activity, you ask students to reread all of the words recorded in each column on the chart, one column at a time. This will provide students with additional reading practice to build automaticity and an opportunity to hear all of the words with one vowel pattern as a group, thus reinforcing the vowel pattern features.

High-Frequency Puzzle Words

Lists of new and review High-Frequency Puzzle Words are included in each guide for your reference. New High-Frequency Puzzle Words are included in various foundational skills activities (most frequently in Vowel Pattern Sort). A list of review High-Frequency Puzzle Words that occur in the book is included in case a student needs extra practice with them. If this is the case, use the appropriate words from the list in a Puzzle Word Fluency lesson (see the Puzzle Word Fluency Model Lesson for guidance).

Word Chains

In this activity, students will use their own set of letter cards to manipulate sounds in words. Word chains are one of the most effective ways to build the neural connections students need for automatic word recognition. This activity helps to map the orthography (spellings) of words to the sounds they represent (pronunciations). At this phase in their reading development, students should be quite adept at substituting, adding, deleting, or shifting the position of the grapheme to accommodate the changes from one word another, so each chain should not take much instructional time.

Throughout the consonant digraph section of the scope and sequence, when additional digraphs are introduced along with more complex syllables, the word chain activity is very valuable in establishing a strong link between spelling and pronunciation. The primary focus of word chains in Reading Series 2 is on complex, one-syllable words with digraphs, consonant blends/clusters, long vowel silent *e* patterns, and bossy-*r* patterns.

Practice Reading Words

In this activity, you will give students practice reading words that present unique challenges at this phase of reading development. These may be long multisyllabic words; they may be multisyllabic words with schwa pronunciations, or they may be words that have irregular pronunciations or spellings.

Phoneme-Grapheme Mapping

This activity promotes students' ability to map speech sounds to spellings quickly and accurately in one-syllable words. The process of counting the number of sounds in a word and considering the spelling of each sound will further help students to solidify their understanding of the links between spellings and their pronunciations and will consolidate what has been taught in phonics instruction. This incorporates a phonemic awareness component, as sounds are isolated prior to spelling. Students at this phase of word learning still need this explicit phonemic awareness component of instruction to map complex blends, new digraphs (*sh, ch, th, ph, wh*), trigraphs (*tch, dge*) and vowel patterns (silent *e* and bossy-*r*). The instructional value of this activity comes from you guiding students in gaining insights about spelling conventions as well as reinforcing more advanced phonemic awareness (Brady, 2012).

Sentence Dictation

Sentence dictation is a subset of the Phoneme-Grapheme Mapping activity. The provided sentence, which students listen to you read and then write themselves, includes words from the Phoneme-Grapheme Mapping activity. According to research, sentence dictation provides students with supported practice in transferring their phonics skills from their reading to their writing (Blevins, 2017).



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Phoneme-Grapheme Mapping: Syllable Division Strategies

In this activity, students are taught strategies for dividing the words they are mapping into syllables. To make this activity appropriate for young children, students will be introduced to animal names for syllable division patterns (rab/bit, tur/tle, ti/ger, li/on, cam/el). As you model and scaffold students to apply syllable division strategies, you will help them gain a better understanding of how English syllable structure works. This knowledge reinforces the self-teaching hypothesis that as readers increase their orthographic knowledge by sounding out words (decoding), their accumulated knowledge makes it easier and faster to read unfamiliar words (Share, 1999). The self-teaching hypothesis can apply to both single-syllable and multisyllabic words.



Rabbit Word Strategy

The rabbit word strategy is carried from Reading Series 1 into Reading Series 2. In a rabbit word, there are double or triple consonants between vowels, and the division occurs between the consonants (e.g., VC/CV, VC/CCV, VCC/CV). When there are more than two consonants, division occurs so that the digraph or consonant blend remains intact in the same syllable.



Turtle Word Strategy

In a turtle word, the final syllable has a consonant plus *le* pattern (C + *le*).



Tiger Word Strategy

In a tiger word, syllables are divided right after the vowel, creating an open syllable in the first syllable (V/CV).



Lion Word Strategy

In a lion word, syllables are divided between two vowels, creating an open syllable, followed by a second syllable that begins with a vowel (V/V).



Camel Word Strategy

Camel words are contrasted with tiger words. Students are taught that they need to flexibly apply the tiger or camel word strategy when they identify a VCV pattern. In a camel word, syllables are divided after the consonant, creating a closed syllable in the first syllable. (VC/V).

Choose a Syllable Division Strategy

By the end of Reading Series 2, you will release more responsibility for syllable division to students, and they will determine which syllable division strategy should be applied to new words. You will do this by first modeling and then scaffolding the writing of multisyllabic words in the appropriate columns of the Syllable Division Strategies Chart, which has visual prompts and examples of the syllable division for each strategy students have learned.

Connecting Spelling to Meaning

This activity develops students' metalinguistic abilities and strengthens the connection between spelling, pronunciation, and meaning, which promotes their ability to read words by sight and to correctly spell words when they write. It helps students apply the spelling and grammar conventions they are learning and gives them practice with spelling conventions associated with the addition of inflections, including consonant doubling and the final *e* drop. The focus in Reading Series 2 is not only on reading words with inflectional endings but also on spelling them. This activity also promotes the habit of rereading to gain a deeper understanding of the author's word choice. (We recommend you do this activity with students following the day's close reading instruction, rather than in preparation for it.) You can expect your students' skill in oral expression of English inflections for tense and number to be varied. This activity promotes oral language practice and the metalinguistic understanding needed for students to apply grammar conventions when they read and write, especially when they don't use the grammar conventions in their own speech. (This activity is adapted from Bowers and Cooke, 2012).

Differentiated Instruction

Beginning in the Long Vowels with Silent *e* section of the scope and sequence, most foundational skills guides have a differentiated instruction section. This differentiated instruction will help you provide more support to students who need extra practice to develop accuracy and automaticity. Use progress monitoring assessments to identify students who are in need of differentiated instruction.



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Additional Practice Lessons

Included with Reading Series 2 materials are the following model lessons, which may provide useful instructional support for students who need more practice with phonemic awareness, blending sounds and/or syllables in the decoding process, and learning high-frequency words by sight, all of which are skills that will help them develop fluency in the full-alphabetic phase of word reading development.

Auditory Picture Card Sorts

There are two types of auditory picture card sorts: by medial short vowel sound and by long and short vowel sound. It can be difficult for students to clearly identify medial short vowel phonemes and to perceive the distinction between long and short vowel sounds, so these activities develop students' sensitivity to the differences between vowel sounds. It is a good intervention activity for students who make vowel pronunciation errors.

Fingers for Sounds

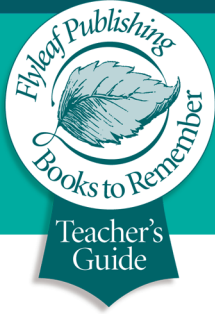
Phonemic awareness is the understanding that spoken words are made up of individual speech sounds. Decoding a word depends on this understanding. This research-based phonemic awareness activity incorporates concrete representations of the sounds in words. For some students, difficulties with final blends (along with any other individual differences in phonemic awareness) persist. For these students, a return to this instruction is essential to success with phonemic decoding.

Puzzle Word Fluency

High-Frequency Puzzle Words are words that occur frequently in speech and in text but are beyond the current level of students' phonics instruction. Giving students multiple exposures to High-Frequency Puzzle Words will help them recognize these words by sight.

Sound-by-Sound, Continuous, and Multisyllabic Word Blending

Before students can move on to higher-level decoding processes in the consolidated-alphabetic phase, they must be able to decode individual sounds in words. Students having difficulties with decoding can benefit from further practice with the instruction offered in Sound-by-Sound Blending, Continuous Blending, and Blending of Multisyllabic Words. These activities will help you explicitly teach students how to decode words.



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Assessment

We offer two different types of assessments in Reading Series 2: brief post-reading assessments to be given at the completion of each book's instruction and more in-depth formative assessments to be given at designated intervals in the series' scope and sequence.

Post-Reading Assessments

The Post-Reading section of each Foundational Skills Guide offers a Progress Monitoring and an Oral Reading Fluency assessment. These assessments are designed to be brief and to be administered upon completion of each book's Foundational Skills and Close Reading Guide instruction. Student performance on these assessments enable you to track students' progress and provide appropriate support or instructional adjustment.

Progress Monitoring Assessments

The progress monitoring assessments enable you to assess students' ability to read target consonant or vowel patterns in single-syllable and multisyllabic real and nonsense words, words with inflectional endings, and High-Frequency Puzzle Words.

Nonsense Words. A student's skill at reading nonsense words helps you assess their ability to apply orthographic knowledge to unfamiliar/novel single-syllable and multisyllabic words. Using nonsense words eliminates the possibility that a student already knows a word by sight. (**Note:** We do not advocate practicing nonsense words in instruction because, ultimately, word recognition has to do with meaning, but nonsense word reading is an effective research-based assessment tool.)

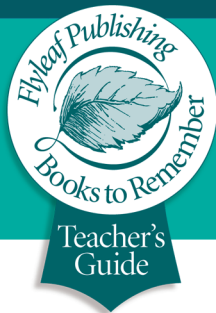
Real Words. A student's skill at reading multisyllabic rabbit, tiger, turtle, camel, and lion words; words with initial and final blends; and words with inflectional endings helps you to assess their ability to apply knowledge of letter-sound correspondences and syllable division strategies in reading words. This assessment can include a mix of words from the book and words not in the book but spelled with the same phonics elements.

Words with Inflectional Endings. A student's skill at reading inflectional endings helps you assess their ability to pronounce inflectional endings accurately. Students at this stage of reading development should be skilled at reading inflectional endings, including *-s*, *-es*, *-er*, *-ed*, *-ing*, and *-ly*. Most assessment charts include a list of words with inflectional endings to allow you to assess this skill.

High-Frequency Puzzle Words. A student's skill at reading High-Frequency Puzzle Words helps you assess their ability to recognize both newly introduced and review High-Frequency Puzzle Words. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students' phonics knowledge.

Oral Reading Fluency Assessment

The oral reading fluency assessment allows you to record student miscues and to determine a student's words correct per minute (WCPM). See the oral reading fluency teacher passage for instructions and refer to the Hasbrouk Tindal Oral Reading Fluency Chart (found in Interpreting Student Performance on Assessment section of this Overview) to determine how a student's oral reading fluency is progressing throughout the year. This assessment can also be used as a cold read before beginning instruction of a book; we recommend a one-minute read to establish a WCPM baseline. A student's reading of the passage before instruction can then be compared to how the student reads after completing the instructional sequence to create a more dynamic look at how the student responds to instruction.



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Formative Assessments

The first formative assessment is a pre-test to assess what students know when they enter Reading Series 2. (It is the same as the Post-Reading Series 1 Assessment.) Following that, the assessments are designed to be administered at three specific points in the Reading Series 2 scope and sequence: (1) after completion of the consonant digraph books (following instruction of *Interesting Elephants*); (2) after completion of the Long Vowels with Silent *e* books (following instruction of *Amazing Snakes!*); and (3) after Single Long Vowels & Patterns & Soft *c* and *g* and *r*-Controlled Vowels books (following *Pearl Learns a Lesson*). The formative assessments are designed to help you evaluate what students have learned in foundational skills and close reading instruction—how well they are reading real and nonsense single-syllable and multisyllabic words, high-frequency puzzle words, and multi-paragraph passages—and ultimately assess students' readiness to exit Reading Series 2 and transition to reading vowel digraphs, variant vowel digraphs, and diphthongs in Flyleaf Publishing's Decodable Literature Library Reading Series 3. There are two versions (A and B) of each formative assessment, allowing you to retest as necessary. Assessment A has a narrative passage and Assessment B has an informational passage.

Nonsense Word Sub-Tests. Assess students' ability to apply orthographic knowledge to unfamiliar/novel, single-syllable and multisyllabic words. Using nonsense words eliminates the possibility that a student already knows a word by sight, and thus assesses his or her ability to recognize or decode phonics patterns. A student's process in decoding nonsense words is similar to the process they will use when they encounter unfamiliar words when reading independently.

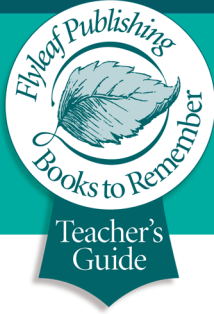
Real Word Sub-Tests. Assess students' ability to apply knowledge of letter-sound correspondences and syllable division strategies in reading words. Word lists include a mix of words from the books that have been read and words not in the books, but spelled with the same phonics elements (see the Reading Series 2 Foundational Skills Scope and Sequence).

High-Frequency Puzzle Word Sub-Tests. Assess students' ability to recognize the cumulative High-Frequency Puzzle Words that have been introduced. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but can be beyond students' phonics knowledge.

According to reading research, a "sight word" is any word that readers automatically recognize without decoding. A goal of instruction is for as many words as possible to become sight words so that reading becomes more fluent. For some students, words become sight words after only several readings; other students require many repetitions of reading a word before it is recognized by sight (Ehri 2014). This understanding is important for differentiation of instruction.

Passage Reading Accuracy Sub-Tests. Assess students' ability to read with accuracy and fluency in the context of sentences in a passage (a story narrative or informational text at each assessment point). To assess students' passage reading, note reading errors/miscues and calculate a words correct per minute (WCPM) score, which provides fluency data. Refer to the Hasbrouk-Tindal Oral Reading Fluency Chart to determine how a student's oral reading fluency is progressing throughout the year.

Reading Comprehension Sub-Tests. Assess students' ability to answer text-dependent questions about narrative passages and/or informational texts and apply the metacognitive strategies that have been modeled during Close Reading instruction, including rereading for better understanding, using knowledge of story grammar to interpret text, and making inferences supported by evidence from the text and illustrations. Students are encouraged to reread the text to find evidence for their answers, to be consistent with Close Reading Guide instruction and educational standards.



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Preparing and Using Assessment Materials

Post-Reading Assessments

Be prepared to deliver progress monitoring and oral reading fluency assessments at the conclusion of foundational skills and close reading instruction for each book. Progress Monitoring Assessment Student Response Records and Oral Reading Fluency Passages are located in the Foundational Skills Resources Binder.

- Make as many copies as you have students of the Book-by-Book Progress Monitoring Assessment Student Response Record. You will use this to record a student's responses to the Progress Monitoring Assessment on the Post-Reading page of each book's Foundational Skills Teacher's Guide. Keep a copy of the Student Response record on file for each student and add to it with each progress monitoring assessment.
- Make one copy of the Oral Reading Fluency Student Passage for each person delivering the assessment to students.
- Make as many copies as you have students of the Oral Reading Fluency Teacher Passage. You will record specifics of each student's reading fluency on these pages.

Formative Assessments

Materials for the Formative Assessments are found in Binders 1 and 2 at the points at which they are to be administered. Each formative assessment sub-test provides instruction for administering the assessment, space for recording student responses, space for analysis of student errors, and space to note any instructional implications. Student word lists and reading passages are provided with each assessment. For each formative assessment, there is an A and B test. These two versions of each assessment are provided for the purpose of retesting as necessary and/or testing reading comprehension in different genres.

Pre-Reading Series 2 and Post-Consonant Digraphs Assessments. These assessments use the same format as Reading Series 1 assessments, with the examiner asking students questions, students giving oral answers, and the examiner recording the answers. Prepare for these assessments as follows:

- Make as many copies as you have students of each of the word and passage reading accuracy and reading comprehension sub-tests. You will record specifics of each student's word and passage reading accuracy on these pages. When recording students' oral responses to text-dependent comprehension questions, it is critical to note exactly what the student said and not just mark the response right or wrong. For analysis purposes, the most useful information will come from the quality of the student response and the evidence the student can give to support their answer.
- Make one copy of the student word lists and student reading passage for each person delivering the assessment to students.

Post-Long Vowels with Silent *e* and Post-Single Long Vowels and *r*-Controlled Vowels Formative Assessments. In these assessments, students' word and passage reading is assessed as previously, but reading comprehension is evaluated with written multiple-choice or fill-in-the-blank format, enabling students to complete the comprehension assessment independently. Prepare for these assessments as follows:

- Make as many copies as you have students of each of the word and passage reading accuracy sub-tests. You will record specifics of each student's word and passage reading accuracy on these pages.
- Make as many copies as you have students of the Reading Comprehension Sub-Test Student Response Sheet. Students need to provide written answers to the questions on the sheet following their reading of the passage. Refer to the Reading Comprehension Sub-Test Answer Key to assess each student's performance on the Reading Comprehension Sub-Test.
- Make enough copies of the Reading Comprehension Sub-Test Student Record to record your assessment of each student's performance on the Reading Comprehension Sub-Test. A single record sheet has space to record details for 11 students.
- Make one copy of the student word lists and student reading passage for each person delivering the assessment to students.



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Interpreting Student Performance on Assessments

Consistent data collection and analysis of that data across assessments yields valuable information for response to intervention (RTI) and differentiated instruction. After delivering post-reading and formative assessments, identify student learning profiles and make plans for any necessary adjustments to instruction.

Identify Student Learning Profiles

The following are student learning profiles that can be identified based on performance on word and passage reading assessments.

A student reads all word lists and passages automatically. This student has strong orthographic processing skills that are highly automatized and will contribute to fluent reading. This student is ready to transition into Reading Series 3, which explicitly teaches the remaining long vowel patterns (e.g., vowel digraphs) and variant vowel patterns (e.g., vowel diphthongs).

A student struggles with the nonsense word lists, but does better on the real word lists. This student will benefit from extensive practice in the Sound-by-Sound Blending activities and frequent practice reading new words in or out of text to achieve automaticity. The nonsense word assessments can identify specific letter-sound correspondences that need to be practiced. The reading of multisyllabic nonsense words can indicate whether a student is able to successfully apply syllable division strategies.

A student decodes both the nonsense word and real word lists slowly, but accurately. This student still has challenges with automaticity and would benefit from practice (e.g., word chains, practice with words in and out of text). High-frequency words may also present a challenge and should be practiced repeatedly if necessary. This student may substitute one high-frequency word for another (e.g., there/where) because it is more efficient to predict a word than to take time to process a word, but this compensation strategy compromises accuracy and, ultimately, comprehension.

A student makes multiple miscues on words. Respond with more explicit teaching of the grapheme/phoneme relationships and more practice with word chains and reading text containing the phonics element(s) that presents a problem. Some students may struggle to decode words with more complex syllables or multisyllabic words or may display other indicators of gaps in their letter-sound correspondence knowledge. In this case, review progress monitoring assessment data to see if errors are primarily on skills taught in Reading Series 2. If so, deliver appropriate instruction. If errors are on skills taught in an earlier Flyleaf series, administer the Pre-Reading Series 2 Formative Assessment to determine what the gaps in knowledge are, and then deliver appropriate instruction. Consider relationships between sounds, as some students have phoneme-based confusions and tend to confuse sounds that are similar in the place of articulation. Perform a miscue error analysis to better understand specifics of this student's learning profile.

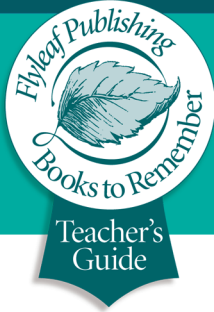
A student can sound out a word into component sounds or syllables, but has difficulty blending the sounds back into a word. This may signal a specific problem with phonemic awareness. This student may benefit from Sound-by-Sound Blending activities. This will help the student connect the consonant sounds with the vowel sound and they will more likely recognize the word. Then move the student on to Word Chains. Some more explicit practice blending syllables into words may be necessary. Some students confuse *r* blends with bossy-*r* spelling patterns and/or transpose sounds in blends in general. More time with the phoneme-grapheme mapping may be helpful. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student struggles with multisyllabic words. This student will need more explicit practice in applying syllable division strategies and recognizing vowel patterns once a word is divided. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student is accurate in word reading, but data from the oral reading fluency assessment (WCPM) suggest the student is reading below the 50th percentile or is still reading word-by-word. This student will need more time on phrase-cued speech, repeated reading, or other fluency interventions described in the following chart.

A student does not self-correct and/or miscues do not make sense. This student needs more attention to self-monitoring strategies. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.

A student substitutes long vowel sounds in closed syllables. After long vowel patterns are introduced, this student generalizes the long vowel sound to closed syllables, causing miscues on closed syllable words—e.g., substituting long vowels (gōt) for short vowels (gōt). This student most likely does not have a solid foundation in reading closed syllables. Use differentiated instruction activities and/or return to work in Reading Series 1 to solidify these skills. You may need to perform a miscue error analysis to better understand specifics of this student's learning profile.



Reading Series 2: Overview

Determine Oral Reading Fluency

According to Hasbrouck Tindal norms, the expectation would be for second grade students in winter to read the text in the range of 72 (50th percentile) to 100 (75th percentile) WCPM (Hasbrouck and Tindal 2005). Students need to continue to gain accuracy and automaticity at the word level during the consolidated-alphabetic phase so they can read with the prosody of a fluent reader. Determining where students fall on the chart will help you consider how a student's oral reading fluency is progressing throughout the year.

Hasbrouck Tindal Oral Reading Fluency Chart

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Average Weekly Improvement
1	90			111	1.9
	75			82	2.2
	50			53	1.9
	25			28	1.0
	10			15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8

Use Diagnostic Tools as Necessary

We offer two diagnostic tools—the Miscue Error Analysis and the Informal Reading Inventory Analysis. These tools can help you further analyze data to arrive at a more complete picture of a student's individual learning profile.

Miscue Error Analysis

When word and passage reading assessments do not provide a clear picture of a student's learning profile, the Miscue Error Analysis can be used. In using it, you will record miscues a student has made in the Post-Reading Oral Reading Fluency assessments and/or in the Formative Assessment's Passage Reading Accuracy Sub-Tests and then identify each error by type: semantic (relating only to passage reading), phonological, or phonics. An analysis of word-reading errors by type may help you see error patterns, and from this information, you can make plans to adjust instruction to fill in gaps in student learning. You can find detailed Miscue Error Analysis instructions and the Miscue Error Analysis Record Sheet in the Resources Binder.



Reading Series 2: Overview

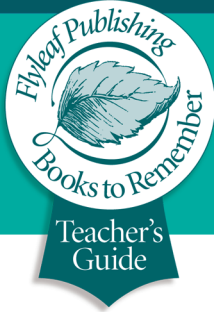
Informal Reading Inventory Analysis

An informal reading inventory analysis can help you consider how a student's word-reading errors interact with their comprehension. The analysis of a student's word reading and reading comprehension scores can help you generate placement information to ensure that a student is working within texts and at the instructional level at which they are most likely to achieve optimal results (Gunning, 2014).

Flyleaf has adapted informal reading inventory analysis percentages to help determine appropriate student placement in the Flyleaf Scope and Sequence. Students are deemed to be at the **independent**, **instructional**, or **frustration** level based on their scores on the Passage Reading Accuracy Sub-Test in the Formative Assessments (use their "% correct" as the **word recognition in context** score) and their scores on the Reading Comprehension Sub-Test in the same formative assessment (use this as the **comprehension** score). Students are at the "independent" level if they score 96% or above on Passage Reading Accuracy and 90% or above on Reading Comprehension; at the "instructional" level if they score between 91% and 95% on word recognition in context and between 75% and 89% on comprehension; and at the "frustration" level if they score 90% or below on word recognition in context and 75% or below on comprehension.

Level	Word Recognition in Context	Comprehension
Independent	96% or above	90% or above
Instructional	91–95%	75–89%
Frustration	90% or below	75% or below

Students who fall in the independent level or the instructional level on any Reading Series 2 assessment are ready to move on either to the next segment of the Reading Series 2 Scope and Sequence or (in the case of the final Reading Series 2 assessments) on to Reading Series 3. However, as students move ahead, continued attention should be given to any word recognition difficulties or comprehension difficulties identified in the previous assessments. Students who score at or below the frustration level will need differentiated foundational skills and/or close reading instruction.

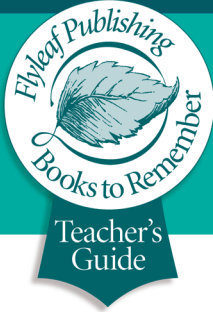


Reading Series 2: Overview

Develop a Plan to Adjust Instruction: Word and Passage Reading Difficulties

The following chart identifies word and passage reading difficulties and their causes and offers interventions to address each type of difficulty.

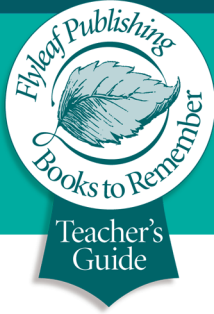
What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Consonant difficulties		
The student does not recognize or pronounce specific consonant sounds.	The student has missed instruction in a particular consonant sound or needs more instruction.	Provide more instruction linking sounds to letters. Revisit the Emergent Reader Series Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Have students engage in additional graphomotor practice by asking them to write the letter and say the sound. Provide word chains that enable the student to practice decoding sounds that present difficulty.
The student has specific difficulties with some digraphs.	Digraph pronunciation errors could be dialectal or related to differences between first and second languages (or common to all English language learners). This is especially true for the /sh/ and /th/ sounds. Many other languages do not have these sounds.	Spend extra time on the Listen, Sort, Read activities for digraphs and practicing the articulation of the sounds. Use tactile-kinesthetic and visual feedback. Practice pronouncing words from the sorts.
The student substitutes one consonant sound for another.	<p>The student confuses letters that have sounds that are produced in the same place in the mouth: <i>p-b, t-d, s-z, k-g, f-v, n-d, m-b,</i> and <i>ch-j</i>. The student cannot perceive sounds that are not in their own language: <i>l-r, sh-ch</i>. The student does not pronounce the /th/ sound in their speech; for example: <i>th-d (voiced) and th-f (unvoiced)</i>.</p> <p>Note: Be sensitive to the fact that students who are English language learners or who speak a nonstandard English dialect at home may not pronounce certain consonant sounds. These students will also benefit from multisensory feedback when learning letter-sound correspondences.</p> <p>The student confuses graphemes that have similar graphic features (e.g., <i>b-d</i>).</p>	<p>Use Emergent Reader Series instruction that will help the student discriminate between voiced (noisy) and unvoiced (quiet) sounds and between nasal and non-nasal sounds. Create your own auditory picture card sorts to help students hear consonant sounds in words (to contrast the phonemes that are confused).</p> <p>Offer multisensory feedback to help students compare and contrast the sounds they are confusing based on the visual features of the letters that represent them. Or do auditory picture card sorts contrasting words that have the letter-sound correspondences that are confused.</p> <p>Do sound-by-sound blending with words containing the sound that poses difficulties.</p> <p>Create word chains that specifically target sounds that present difficulties. Follow the Word Chains Model Lesson and create 5–10 word chains using the specific phoneme-grapheme targets identified as needing more practice.</p>



Reading Series 2: Overview

What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Vowel difficulties		
The student does not recognize or pronounce specific vowel sounds.	The student confuses vowels that are articulated in close proximity to each other in the mouth. Refer to the vowel staircase to identify proximity of one short vowel sound from another: /i/-/e/, /e/-/a/, /u/-/o/.	Review and practice the vowel staircase. Create auditory picture card sorts using the Auditory Picture Card Sorts by Medial Short Vowel Sounds or the Auditory Picture Card Sort by Long and Short Vowel Sounds model lessons.
The student confuses long and short vowel pronunciations or has difficulty recognizing the differences between <i>r</i> -controlled (bossy- <i>r</i>) pronunciations.	Students who were not secure with short vowel sounds may start substituting the new long vowel pronunciations in closed syllables. Students do not perceive the sound differences or are not visually recognizing differences in the different <i>r</i> -controlled spelling patterns.	Use the Listen, Sort, Read Model Lesson to guide you in creating sorts for long vs. short vowel words, and words with different <i>r</i> -controlled vowel pronunciations (/ar/, /or/, /ur/). Use the Word Chain activities in the differentiated instruction sections that keep the instructional focus on vowel changes or <i>r</i> -controlled vowel changes (with consonant changes as necessary).
Inflectional ending difficulties		
The student does not pronounce the inflectional endings during oral reading.	Student may not use the inflectional endings in their own speech.	Practice using inflectional endings orally in words and sentences. Follow the Connecting Spelling to Meaning Model Lesson. Be sure to stress the portion of the activity that asks students to pronounce words with inflectional endings.
Multisyllabic word difficulties		
A student can only read multisyllabic words by sight (automatically) and does not apply any strategies to decode unfamiliar multisyllabic words.	Student has relied on guessing or recognizes only words that have been read multiple times. Student has not had enough explicit instruction or practice in applying syllable division strategies.	Work with syllable division strategy activities until the student can complete the steps on their own. Spend time having students self-monitor and try different vowel pronunciations when they do not recognize a word (interchange syllable division strategies, short or long vowel pronunciations, or schwa pronunciations until they read a word that they recognize). Provide feedback to students when they arrive at a correct pronunciation. Say: <i>You made the word sound right and now it makes sense.</i>

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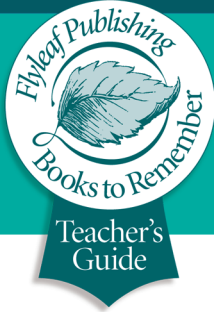
Reading Series 2: Overview

What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Sound blending difficulties		
<p>The student has difficulty decoding or recognizing words with initial or final blends. One sound in the initial and/or final blend is omitted when the word is decoded or pronounced.</p>	<p>Student has difficulty producing both sounds in an initial blend because they are not perceiving more than three sounds in a word.</p> <p>Student has particular difficulty perceiving both sounds in a final nasal consonant cluster (<i>nt, nd, mp</i>) because both sounds in the cluster are articulated in the same place in the mouth.</p> <p>Student has difficulty with three-part blends (e.g., <i>stripe</i>) because they do not perceive all three sounds in the blend.</p> <p>Student transposes sounds in blends. Student confuses <i>r</i> blends with bossy-<i>r</i> spelling patterns.</p>	<p>Use Fingers for Sounds and Sound-by-Sound Blending activity techniques.</p> <p>Use multisensory cueing (finger on side of nose) to emphasize the nasal sound in the blend. Use the Phoneme-Grapheme Mapping activity, choosing words with blends. This provides the opportunity for students to visually recognize that a blend consists of two or more sounds.</p> <p>Deconstruct the blend with students. For example: for the word <i>stripe</i>, cover the first sound of the blend (<i>s</i>) and have the student read the word (<i>tripe</i>), then add the <i>s</i> and read the whole word.</p> <p>Use differentiated instruction word chains for sound transpositions.</p> <p>Use word sorts to contrast <i>r</i> blends and bossy-<i>r</i> spelling patterns.</p>
<p>The student sounds out each grapheme while decoding, but does not correctly blend back the sounds in a word. The student sounds out syllables but does not blend the syllables back into a word.</p>	<p>The student has an underlying phonemic awareness problem with blending sounds and/or syllables.</p>	<p>Offer more practice with decoding using sound-by-sound blending. Follow the Sound-by-Sound Blending Model Lesson.</p> <p>For syllable division practice, break words into syllables on separate cards and have students reassemble the syllables into words.</p>
Automaticity		
<p>The student has difficulty recognizing words by sight that have been practiced in reading text (affects both high-frequency words and words with the targeted phonics element).</p>	<p>Student is still in the “glued to the print” stage of word reading development and sounds out every word.</p> <p>The student may have difficulty with phonological processing speed, meaning how rapidly they can name letters or pronounce words in print.</p>	<p>Offer additional practice with word chains from the differentiated instruction activities and reading words from the books both in and out of text. Use fluency grids for high-frequency words, words with vowel patterns, or words with consonant spellings (e.g., <i>tch, dge</i>) introduced in each book.</p> <p>Use fluency grids as noted in the Puzzle Word Fluency Model Lesson and the differentiated instruction section of Foundational Skills Guides to give students more practice reading words organized by pattern.</p> <p>Provide additional opportunities for word reading practice by engaging in individual and choral readings of the text.</p>



Reading Series 2: Overview

What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
Prosody		
<p>The student is reading word-by-word after practicing multiple rereads of the text and seems to be struggling more than his/her peers.</p> <p>Student does not attend to punctuation in comparison with peers.</p> <p>The student is reading in phrases and with proper prosody most of the time, but according to oral reading fluency data is reading below the 50th percentile.</p>	<p>Student has had insufficient instruction and/or practice in reading phrases and/or attending to punctuation.</p> <p>Student needs more practice gaining automaticity with reading words by sight. Student needs more practice with multisyllabic words.</p> <p>Student exhibits one or more of the following behaviors that affect their prosody: pausing, rereading, self-correcting, and stumbling on multisyllabic words.</p>	<p>Pinpoint specific reading behaviors that affect prosody and address the behaviors with modeling.</p> <p>Use a phrase-cued reading approach to model and guide students in reading phrases to sound like speech without stopping. Make loops under phrases in sentences using a pencil in printed text or with a dry-erase marker under sentences written on a white board.</p> <p>Model reading the text with appropriate phrasing and attention to punctuation during choral reading activities.</p> <p>Implement a repeated reading protocol with the oral reading fluency passage as follows:</p> <ol style="list-style-type: none"> 1. Time student reading the passage, then record baseline WCPM. Note any miscues. 2. Give student feedback to correct passage miscues. 3. Model fluent reading of the passage. 4. Have student practice rereading text with accuracy on their own or with a peer. 5. Have student reread the passage again and record a second WCPM score. 6. Monitor fluency progress with WCPM assessments as the student progresses across books.

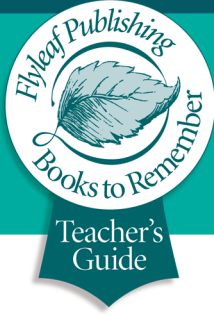


Reading Series 2: Overview

Develop a Plan to Adjust Instruction: Reading Comprehension Difficulties

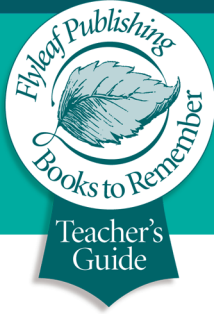
The following chart identifies desired comprehension skill outcomes and suggested interventions if a desired skill is not exhibited during classroom instruction or is not evident based on comprehension assessment scores.

Outcome of desired comprehension skill	What you can do if skill is not emerging
Student retells events in sequence in response to questions about what happens.	Work with sequence words and help student to identify the events in the order they occurred in the story, using picture support from the book as needed.
Students can use story grammar knowledge to complete a cloze passage based on a story they have read.	Provide students with more oral or written practice completing oral cloze passages based on stories they have read.
Student retells, recounts, or summarizes specific story grammar components when asked (e.g., the initiating event, story resolution).	Give student an opportunity to practice stating specific story grammar components immediately following a teacher model or use story grammar bookmarks to cue students to the part of the story to retell or recount. When students express the story grammar orally it helps them to internalize story structure. Follow oral practice with written practice.
Student can produce a synthesized summary when given an academic summary frame (<i>Somebody wanted, but, so, then...</i>) and answer questions about what a character wants, and why.	Give student more practice with Summarize and Synthesize charts. Scaffold responses to questions, as needed.
Student can identify a character's reaction to events in a story. Student can explain how an author resolves a story.	Model how to use story grammar bookmarks when reading to independently consider the story grammar of the book.
Student makes an inference from the text or illustration in their question responses, recounts, and retells. • Student can infer a character's plan. • Students respond to questions that require an inference and can support their inference with evidence from the text. Student can describe a character's feelings, and can explain how a character's feelings change throughout the story.	Direct student's attention to clues in the illustration and/or text, and ask specific questions that lead student to the inference. For example, generate multiple inferences with student based on an illustration in the text (e.g., season, place, a character's expression). Use a sentence frame to support stating the inference: "I infer ____ because I notice ____ in the illustration." Use feeling word synonym cards to help students describe character feelings and track changes in characters' feelings throughout the story. Identify evidence from the text to support the use of feeling word vocabulary.
Student uses sequence transition words, connecting words, and mental state verbs that have been modeled (<i>first, next, then, after that, finally, but, so, because, realize, decide</i>).	Make the words available for student to use during recounts. Model recount of the story for student to repeat and practice. Work with specific story grammar elements (e.g., identifying how a character feels and using the word <i>because</i> to explain the reason for those feelings). Provide a sentence frame to support use of academic language in both oral and written practice: "I realize that (the character) decided to ____ because _____."
Student uses vocabulary from the text they have read.	Prompt student to use vocabulary words to answer specific questions. Say: <i>Tell me that again, and use the word ____.</i> Ask a text-dependent question that specifically requires the vocabulary word to be used. For example, ask: <i>What word did the author use to describe how the duck moves on the pond? (drift). Say: Now you describe the duck moving using the word drift.</i> Encourage students to answer in complete sentences. Give feedback on written work. Say: <i>It is great that you used a new vocabulary word from the story.</i>



Reading Series 2: Overview

Outcome of desired comprehension skill	What you can do if skill is not emerging
Students can infer the meaning of an unfamiliar vocabulary word from context.	<p>Create cloze passages from the text and have students fill in the missing vocabulary word. Ask students to explain how they figured out which word to insert. Identify places in text where there is context to support figuring out the word.</p> <p>Encourage the self-monitoring of vocabulary knowledge by having students use sticky notes to identify words they don't know the meaning of in the text.</p>
Students use frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Provide a sentence frame to support use of academic language: "Jen feels ____ because ____."
Student makes connections to other texts they have read.	Have copies of stories with similar themes, character experiences, or events available during instructional time and practice making intertextual connections as part of the close reading routine. Be more explicit in using the illustrations to compare story grammar elements between texts (e.g., compare the characters and the setting).
Students can determine who is telling the story from evidence in the text.	Identify clues in the text and illustrations that indicate who is telling the story.
Student uses evidence (e.g., key details) from the text to support their answers.	<p>Direct the student back to the text to find evidence for their responses.</p> <p>For example, say: Can you read me the part in the book that tells you that? Provide sentence frames with the academic language for giving evidence: "I know ____ because the text says ____." Create questions that scaffold students to find supporting details (evidence) in the text or illustrations.</p>
Students can answer multiple-choice questions about details that support a general understanding in the text.	<p>Offer the student strategies for answering multiple choice questions:</p> <ol style="list-style-type: none"> 1. Think about what the question is asking. 2. First try to answer the question without looking at the answer choices. 3. Find the best match for what you think in the choices. 4. Cross out answers that don't make sense. 5. Find evidence in the text/passage for the answer you think is correct.
Students can provide evidence to support a story message claim.	For each new text, suggest several possible story messages after a story is read. Give a range of choices to students ranging from not relevant to the story to one that makes sense. Ask students to choose a theme and explain evidence in that text to support the theme. Create anchor charts to scaffold students in organizing evidence to support a story message claim.
Students can identify the main topic of a passage and can identify details to support a topic sentence or main idea.	<p>Scaffold students as they practice identifying and labeling details in informational text with sticky notes.</p> <ul style="list-style-type: none"> • Topic • Main idea • Supporting details



Decodable Literature Library Foundational Skills Guide

Reading Series 2: Overview

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Teacher's
Guide

Decodable Literature Library Foundational Skills Guide

Reading Series 2: Scope and Sequence

Students entering Reading Series 2 are expected to be in the full-alphabetic phase of word reading development. They should be reading both simple and complex closed syllables with all five short vowels. Students in Reading Series 2 will solidify their ability to read complex closed syllables with digraphs, trigraphs, and/or blends and advance their reading skills into the consolidated-alphabetic phase of word reading, which includes orthographic word learning, or the recognition of common spelling patterns.

Consonant Digraphs	Review digraph /ng/ sound spelled ng	<i>The King of Spring</i>
	Review digraph /th/ sound spelled th Review digraph /hw/ sound spelled wh	<i>The Twins THIS and THAT</i>
	Digraph /ch/ sound spelled ch, tch	<i>Mr. Sanchez and the Kickball Champ</i>
	Digraph /sh/ sound spelled sh	<i>Frank the Fish Gets His Wish</i>
	Digraph /f/ sound spelled ph	"Phil Can Read!" Poem
	Consonant digraph consolidation: /th/ th ; /ch/ ch, tch ; /sh/ sh ; /ng/ ng, n[k] ; /f/ ph ; /hw/ wh	<i>Interesting Elephants</i>
Long Vowels with Silent e	Long /ā/ sound spelled a_e	<i>The Case of Jake's Escape</i>
	Long /ī/ sound spelled i_e	<i>My Summertime Camping Trip</i>
	Long /ō/ sound spelled o_e	<i>Mister Mole's Stove</i>
	Long /ē/ sound spelled e_e Long /ū/ and long /ōō/ sounds spelled u_e	<i>Summer Fun at Duke Park</i>
	Long vowel with silent e consolidation: /ā/ a_e ; /ē/ e_e ; /ī/ i_e ; /ō/ o_e ; /ū/ and /ōō/ u_e	<i>Amazing Snakes!</i>
Single Long Vowels & Patterns & Soft c and g	Long /ā/ sound spelled a Long /ē/ sound spelled e Long /ī/ sound spelled i Long /ō/ sound spelled o Long /ū/ and long /ōō/ sounds spelled u	<i>Luna Moth</i>
	Long /ī/ sound spelled igh	"Good Bats!" Poem
	Single long vowels and patterns consolidation: /ā/ a ; /ē/ e ; /ī/ i , igh & patterns ild, ind ; /ō/ o & patterns old, ost ; /ū/ and /ōō/ u	<i>Queen Bee Needs to Be Free</i>
	Consonant /j/ sound spelled g, dge Consonant /s/ sound spelled c	<i>Dog Agility</i>
r-Controlled Vowels	r -Controlled /ar/ sound spelled ar	<i>Marvin's Trip to Mars</i>
	r -Controlled /or/ sound spelled or	<i>A Sled Dog Morning</i>
	r -Controlled /ûr/ sound spelled ir, ur	<i>Fir Tree Circus</i>
	r -Controlled vowel consolidation: /ûr/ or , [w]or, ear, er, ir, ur ; /or/ or	<i>Pearl Learns a Lesson</i>