

Decodable Literature Library Foundational Skills Guide

# Reading Series 1: Overview

Welcome to Flyleaf's Reading Series 1 Foundational Skills Guides. In this binder, you will find all of the materials you need to deliver foundational skills instruction: the foundational skills teacher's guides for each of the books in the series, in Scope and Sequence order; model lessons and blackline masters for your reference and use as you prepare for and deliver instruction; and formative assessment materials and related assessment resources (Book-by-Book Progress Monitoring Assessment Student Response Records, Book-by-Book Oral Reading Fluency Passages, and the Reading Series 1 Miscue Error Analysis Instructions and Record Sheet).

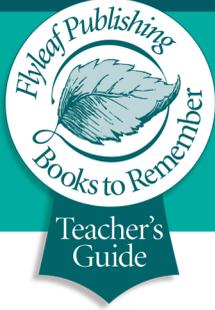
These foundational skills instructional materials are designed to be used in conjunction with materials in Flyleaf's Close Reading Guides. On most days, you will be working with both foundational skills and close reading materials.

Students entering Flyleaf's Decodable Literature Library Reading Series 1 are expected to be competent at reading simple closed syllables with all five short vowels and to have firmly entered the full-alphabetic phase of word reading development. Students in this phase of reading development will require instruction and practice with complex closed syllables with digraphs and/or blends to take their reading skills to the next level. Students also need instruction and support in applying their skill at reading closed syllables when reading multisyllabic words. An excellent time to begin this type of instruction is when students have become proficient at reading words with closed syllables (CVC) but have not yet received instruction on long vowel patterns. If students can read a closed syllable in a single-syllable word, with instruction, they can use this decoding ability to read multisyllabic words with closed syllables.

You will use Reading Series 1 Foundational Skills Guides to provide the explicit and systematic phonics instruction and practice students need to progress in their reading of more complex single-syllable, closed-syllable words that have initial and/or final digraphs or blends (CCVC, CVCC, CCVC, CCCVC) and in their reading of multisyllabic words with closed syllables.

You will also use the Foundational Skills Guides to enhance students' consolidation of phonics skills by making them aware that there are vowel patterns in syllable units that dictate the pronunciation of the vowel. In order for students to fully understand what a closed syllable is, they need a contrast. You are able to use open syllables as a contrast because students have encountered many high-frequency words that contain open syllables (e.g., *me, he, go, no, my, by*, etc.). The cognitive process of categorizing vowel patterns will promote student learning.

Students need to become metalinguistic, or aware of how the English language works in print, and they need to practice aspects of the language that arise from the print. The words students work with in each Foundational Skills Guide are the words they will read in the corresponding Reading Series 1 book, so they can immediately apply what they have learned about oral language and phonics to meaningful, connected 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).



# Reading Series 1: Overview

The following chart provides information about the six vowel patterns (or syllable types) in English. The focus in Reading Series 1 Foundational Skills Guides will be on the first two syllable types: closed and open syllables. We have provided the complete vowel pattern chart for your reference.

## Vowel Patterns Represented in English Syllables

Syllable Type/Vowel Pattern	Examples	Definition
Closed (VC)	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)	she, he, hi, so, I, 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)	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)	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> , <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	a. seed, coat, pail, train, show, speak, bay b. scout, crown, spoil, boy, new, book, zoom, crawl, caught	a. Two Vowel Talkers: 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)	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.



Teacher's  
Guide

Decodable Literature Library Foundational Skills Guide

# Reading Series 1: Overview

## 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 when they read the text. Before beginning each day's reading, post purpose statements (found in a green box in the right hand margin at the beginning of each day's instruction) 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.

#### Auditory Picture Card Sort by Short and Long Vowel Sounds

As a prerequisite to vowel pattern recognition and sorting activities, students will need to be able to perceive the difference between the sounds of long and short vowels. By conducting an auditory word sort with picture cards of words that have short and long vowel sounds, you can develop and assess this skill. The activity should be repeated until students are successful, and then it can be discontinued.

#### Identifying Closed and Open Syllables

In order to fully understand what a closed syllable is, students need to understand the contrast with an open syllable. While there are few open syllable words in Reading Series 1, the success of teaching vowel patterns depends on contrasting one vowel pattern type with another. Therefore, in this activity, the open syllable vowel pattern (mostly found in high-frequency words) will be contrasted with the closed syllable vowel pattern. Words with the same vowel letter will be contrasted to show that the presence or absence of a consonant after the vowel in the syllable determines the pronunciation of the vowel (e.g., the open syllable word *go* with the closed syllable word *got*). The activity should be repeated until students are successful, and then it can be discontinued.

#### Vowel Pattern Sort 1

When students sort words or syllables by 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. (Ganske 2000; Bear et al. 2011).

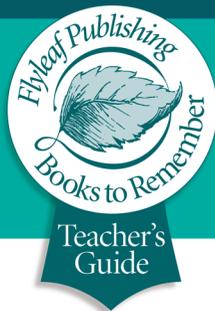
You will use this activity to help your students understand two vowel patterns (open and closed) and show them how to sort them on a chart. The words used for the sort come from the day's reading. You will sort one-syllable words or syllables from multisyllabic words into three categories: (1) open, (2) closed, (3) not open or closed.

#### TEACHER TIPS

**Open syllable:** An open syllable is defined as a syllable with one vowel that is not followed by another letter, and therefore is pronounced with a long vowel sound, which is the same as the vowel's letter name. The few open syllables and words encountered in this series are mostly High-Frequency Puzzle Words (e.g., *a*, *go*, *na*, *me*) or open syllables that include the vowel *y* (e.g., *my*, *by*).

**Closed syllable:** A closed syllable is defined as a syllable with only one vowel that is followed by a consonant, so the vowel is pronounced with its short vowel sound. The majority of syllables and words encountered in this series are closed syllables.

For your own knowledge, letters set between slash marks (/ /) represent the pronunciation of that letter sound. Beginning at this point in instruction, long and short vowel sounds are indicated with diacritical markers to help clarify each vowel's pronunciation. Short vowel pronunciations are marked with breve symbols as follows: /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. Long vowel pronunciations are marked with macron symbols as follows: /ā/, /ē/, /ī/, /ō/, /ū/.



# Reading Series 1: Overview

First, you will teach students to determine if a word or syllable has an open or closed syllable vowel pattern by using a child-friendly checklist that cues students to look at the number of vowels in the word and to listen to the sound the vowel makes. After determining whether a word or syllable has an open or closed syllable vowel pattern, you will record the word, or the syllable and the word it is a part of, on the chart.

If a word or syllable does not have an open or closed syllable vowel pattern, you will record it in the “not an open or closed syllable” column on the chart. Within this column, you will sort words or syllables based on whether they have more than one vowel or an *r*-controlled vowel, or if they look like an open or closed syllable but have an irregular pronunciation. The “more than one vowel or *r*-controlled vowel” heading will help students begin to visually identify words with more than one vowel, or visually and auditorially identify words in which an *r* changes the sound of a vowel. The “irregular pronunciation” heading will alert students to the small percentage of high-frequency words that do not follow the pronunciation that would be expected, based on their vowel pattern. This analysis will give students practice with, and a better understanding of, irregular words. This is part of the metalinguistic approach that helps students understand how the English spelling system works.

We recommend that at the end of each day’s work on this activity, you ask your 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 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 are included in the Vowel Pattern Sort activity. This will help your students recognize patterns in high-frequency words with regular spellings. It will also help your students recognize by sight high-frequency words with irregular spellings and/or pronunciations. Repeated practice reading high-frequency words will occur when you record words on the chart and when you ask students to read the words in each column after the day’s instruction.

## Word Chains

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). Your students will need to have their own set of letter cards to manipulate in order for this activity to be effective. Watch for students’ errors and provide feedback (e.g., feeling the articulation of a sound) that will lead to students’ self-correcting their mistakes. At first, this is a slow process, but as students become more adept at substituting, adding, deleting, or shifting the position of the grapheme to accommodate the changes from one word to another, the chains will take less and less time. Throughout the early stages of word learning development, the word chain activity will be very valuable in establishing a strong link between spelling and pronunciation. The primary focus of word chains in Reading Series 1 is on complex, one-syllable words with consonant blends/clusters.

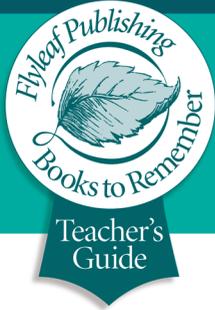
## Phoneme-Grapheme Mapping

This activity promotes the 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 (Brady, 2012). The instructional value of this activity comes from you providing and guiding students in gaining insights about spelling conventions as well as reinforcing more advanced phonemic awareness.

### Phoneme-Grapheme Mapping: Focus on Blends

One technique for helping students focus on the sounds in a blend is to use a special phoneme-grapheme map dedicated to three- and four-phoneme contrasts in minimal pairs. (This means the words differ in meaning because of a one-phoneme difference.) In this type of map, word pairs occur with the first word having three phonemes (no blend) and the second word having four phonemes (e.g., *sip/slip*, *pod/pond*, *let/left*).

The easiest blends for students to pronounce and read accurately are *s* blends (*st*, *sc/sk*, *sp*, *sm*, *sn*, *sw*, *sl*). This is because the letter *s* represents a continuant sound. After *s* blends, *l* blends are the next easiest to pronounce and read (*bl*, *cl*, *fl*, *gl*, *pl*), followed by the *r* blends (*br*, *cr*, *fr*, *gr*, *pr*, *tr*, *dr*). The blends *tr* and *dr* pose a special challenge because the spelling does not directly represent the phonemes that are pronounced. This will require more explicit instruction that you will deliver with mapping scaffolds. More difficult by far are triple blends (*scr*, *str*, *spr*). You will address all of the blends in phoneme-grapheme mapping, as reading blends is an important foundational skill for your students in the full-alphabetic phase of word reading.



# Reading Series 1: Overview

## Phoneme-Grapheme Mapping: Rabbit Word Strategy

In this activity students are taught a strategy for dividing words into syllables. To make this activity appropriate for young children, students will be introduced to names for syllable division patterns. In Reading Series 1, “rabbit words” will be introduced and identified. 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).

In this activity you will model and scaffold a strategy to identify the syllable division pattern. This will help your students 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). This self-teaching can apply to both one-syllable and multisyllabic words.

## Connecting Spelling to Meaning

This activity develops students’ metalinguistic abilities and strengthens the connection between spelling, pronunciation, and meaning, which promotes reading words by sight. It also makes it more likely that students will be able to apply the spelling conventions they are learning to their future reading of unfamiliar words with inflectional endings. This activity promotes the habit of rereading of text 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 that your students’ skill in oral expression of English inflections for tense and number will 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)

## Additional Practice Lessons

The following model lessons are included for use with 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 will help them enter the full-alphabetic phase of word reading development.

### Auditory Picture Card Sort by Medial Vowel Sound

Medial short vowel phonemes are often difficult to perceive, so this activity will 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

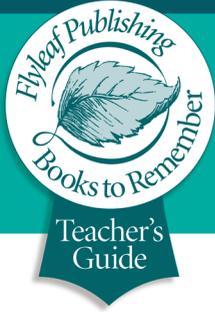
Phonemic awareness is the understanding that spoken words are made up of individual speech sounds. Decoding a word depends on this understanding. This research-based phonemic awareness activity incorporates concrete representations of the sounds in words.

### 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 Blending, Continuous Blending, and Blending of Multisyllabic Words

These activities will help you explicitly teach students how to decode words. Modeling these strategies helps students move to higher-level decoding processes.



# Reading Series 1: Overview

## Assessment

We offer two types of assessments in Reading Series 1: brief post-reading assessments to be given at the completion of each book's instruction and more in-depth formative assessments at the end of the series.

### Post-Reading Assessments

The Post-Reading section of each Foundational Skills Guide offers Progress Monitoring and Oral Reading Fluency assessments. 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 nonsense words; real words, including multisyllabic "rabbit" words, words with initial and final blends, and words with inflectional endings; and High-Frequency Puzzle Words. (Note that because Reading Series 1 books do not introduce new target letter-sound correspondences, no letter-sound correspondences are noted in the Reading Series 1 assessment materials.)

**Nonsense Words.** Assesses students' ability to apply orthographic knowledge to unfamiliar/novel 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 this is an effective research-based assessment tool.

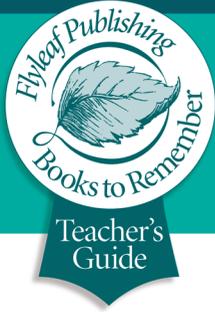
**Real Words** (includes multisyllabic "rabbit" words, words with initial and final blends, and words with inflectional endings). Assesses students' ability to apply knowledge of letter-sound correspondences in reading words. This assessment includes a mix of words from the book and words not in the book but spelled with the same phonics elements.

**High-Frequency Puzzle Words.** Assesses students' ability to recognize the new High-Frequency Puzzle Words that have been introduced in the book. 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 Assessments

The oral reading fluency assessments allow 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 Hasbrouck Tindal Oral Reading Fluency Chart (found in the Interpreting Student Performance on Assessments section of this Overview) to determine how a student's oral reading fluency is progressing throughout the year. An Oral Reading Fluency 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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# Reading Series 1: Overview

## Formative Assessments

Reading Series 1 formative assessments are designed to be delivered at two points: before instruction begins (pre-test) and after instruction is completed (post-test). At each point, there are two assessments (A and B), allowing you to retest students as necessary. Use Student Response Records to record answers, difficulties, confusions, and error patterns and to make note of instructional implications. Student word lists and reading passages are provided for each assessment. The pre-tests (the same as the Post-Emergent Reader 41 Formative Assessments) are designed to help you understand what students know when they enter Reading Series 1. The post-tests are designed to help you see how well students are reading real and nonsense single-syllable and multisyllabic words, high-frequency puzzle words, and multi-paragraph passages. The focus is on closed syllables with digraphs and blends (clusters) and words with inflectional endings. This formative assessment allows for a thorough analysis of students' skills in the full-alphabetic phase of reading, assessing their readiness to transition to reading long vowels and variant vowels in Flyleaf Publishing's Decodable Literature Library Reading Series 2.

**Nonsense Word Sub-Test** (includes single-syllable and multisyllabic word assessments). Assesses students' ability to apply orthographic knowledge to unfamiliar/novel 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-Test.** Assesses students' ability to apply knowledge of letter-sound correspondences (taught in the Emergent Reader Series; see the Emergent Reader Series Foundational Skills Scope and Sequence) in reading words. This assessment is a mix of words from the books that have been read and words not in the books, but spelled with the same phonics elements. The emphasis is on words with closed syllables with blends.

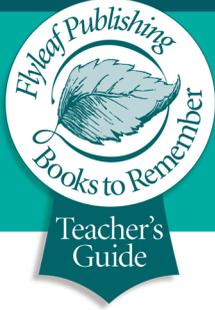
**High-Frequency Puzzle Word Sub-Test.** Assesses students' ability to recognize the cumulative High-Frequency Puzzle Words that have been introduced. High-Frequency Puzzle Words are words that occur frequently in text and should be recognized by sight with automaticity but that are likely beyond students' 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-Test.** Assesses students' ability to read with accuracy and fluency in the context of sentences in a passage (one poem, one story). 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 Hasbrouck-Tindal Oral Reading Fluency Chart to determine how a student's oral reading fluency is progressing throughout the year.

For example, the expectation would be for first grade students in winter to read the text in the range of 23 (50th percentile) to 47 (75th percentile) WCPM (Hasbrouck and Tindal 2005). At this stage of development, a wide range of WCPM scores can be expected. Students need to gain accuracy and automaticity at the word level during the full-alphabetic phase so they can read with the prosody of a fluent reader. Flyleaf's Decodable Literature Library addresses fluent reading in more complex decodable texts. Determining a student's WCPM at the end of Reading Series 1 gives you a useful benchmark as you enter Reading Series 2, in which fluency and reading rate continue to be an instructional focus.

**Reading Comprehension Sub-Test.** Assesses students' ability to answer text-dependent questions about narrative passages and/or poems 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.



Decodable Literature Library Foundational Skills Guide

# Reading Series 1: Overview

## 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. (Note that the guides for "Gull Talk" and "Junk?" do not include Oral Reading Fluency Assessments.) Progress Monitoring Assessment Student Response Records and Oral Reading Fluency Passages are located after the Blackline Master section of this Foundational Skills 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.

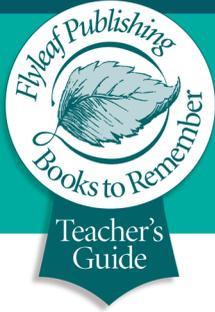
### Formative Assessments

Materials for the Formative Assessments are found in the Foundational Skills Guide binder at the points at which they are to be administered (prior to and following instruction of all of the books in the series). 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.

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.

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# Reading Series 1: Overview

## 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.

**Note:** By the time students complete the Reading Series 1 assessments, they are expected to have gained competence in the full-alphabetic phase of word reading development.

### Identify Student Learning Profiles

The following are student learning profiles that can be identified based on performance on both 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 may be ready to transition into Reading Series 2, which will explicitly teach consonant digraphs, long vowel patterns, and *r*-controlled vowels.

**A student struggles with the nonsense word lists, but does better on the real word lists.** This student will benefit from frequent practice reading new words in or out of text to achieve automaticity. The nonsense word assessment can also identify specific letter-sound correspondences that need to be practiced.

**A student decodes both the nonsense word and real word lists slowly and recognizes few real words automatically, but is accurate.** This student is still glued to the print and needs more practice for automaticity (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.

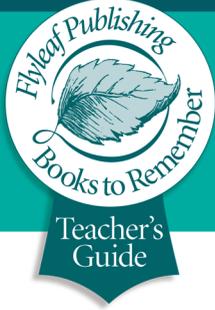
**A student makes multiple miscues on words.** If this occurs, you will need to record the miscues on a Miscue Error Analysis Record Sheet and analyze error patterns to determine instructional implications. Respond with more explicit teaching of the grapheme/phoneme relationships and more practice with word chains and reading text. Some students may struggle to decode words or may display other indicators of gaps in their letter-sound correspondence knowledge. In this case, administer assessments from the Emergent Reader series 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.

**A student can sound out a word into component sounds, but has difficulty blending the sounds back into a word.** This may signal a specific problem with phonemic awareness. This student may benefit from Word Chains, Phoneme-Grapheme Mapping, and Fingers for Sounds activities then applying phonemic awareness skills to sound-by-sound blending activities with letters.

**A student struggles with multisyllabic words.** This student will need more explicit practice in applying syllable division strategies and recognizing vowel patterns once the word is divided.

**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 still reading word-by-word.** This student will need more time spent on phrase-cued speech or other fluency interventions described in the chart that follows.

**A student does not self-correct and/or miscues do not make sense.** This student needs more attention to self-monitoring strategies.



# Reading Series 1: Overview

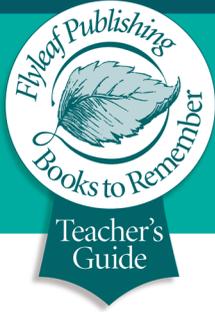
## Determine Oral Reading Fluency

According to Hasbrouck Tindal norms, the expectation would be for first grade students in winter to read the text in the range of 23 (50th percentile) to 47 (75th percentile) WCPM (Hasbrouck and Tindal 2005). 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		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	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

*Continued on next page.*



# Reading Series 1: Overview

## 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 back of this binder.

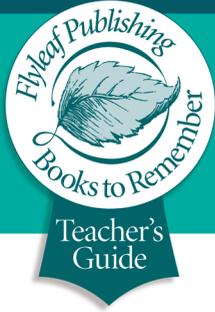
### Informal Reading Inventory Analysis

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” level if they score 96% or above on word recognition in context and 90% or above on 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 the Post-Reading Series 1 Formative Assessment are ready to move on to Reading Series 2. 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.



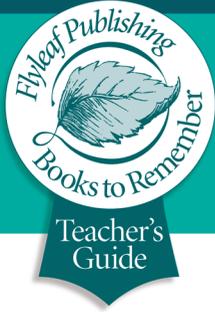
# Reading Series 1: Overview

## 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.

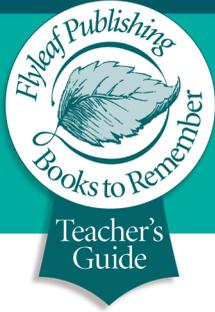
What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
<b>Consonant difficulties</b>		
The student does not recognize or pronounce specific consonant sounds.	The student has missed instruction in a particular consonant sound or needs more instruction.	Provide 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.
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>.</p> <p>The student confuses graphemes that have similar graphic features (e.g., <i>b-d</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>Use 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. Revisit the Emergent Reader Series Foundational Skills Guide Introduce Target Letter-Sound Correspondence activities. Or do auditory picture card sorts contrasting words that have the letter-sound correspondences that are confused.</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>
<b>Vowel difficulties</b>		
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/-/è/, /è/-/â/, /û/-/ö/	<p>Create auditory picture card sorts using the Auditory Picture Card Sorts for Medial Short Vowel Sounds Model Lesson.</p> <p>Create additional word chains that keep the instructional focus on vowel changes (with consonant changes as necessary). Follow the Word Chains Model Lesson. Focus on CVC words.</p>
<b>Inflectional ending difficulties</b>		
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.
<b>Multisyllabic word difficulties</b>		
A student can only read multisyllabic words by sight (automatically) but 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 Phoneme-Grapheme Mapping: Rabbit Word Strategy until the student can complete the steps on their own.

Continued on next page.



# Reading Series 1: Overview

What is the word/passage reading problem?	What might be causing the problem?	What can you do about it?
<b>Sound blending difficulties</b>		
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>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>Use additional segmenting and blending practice and add on the number of sounds little by little. Follow the Fingers for Sounds Model Lesson.</p> <p>Use multisensory cueing (finger on side of nose) to emphasize the nasal sound in the blend. Follow the Phoneme-Grapheme Mapping to Focus on Blends Model Lesson.</p> <p>Provide additional segmenting and blending practice. Follow the Word Chains and Fingers for Sounds Model Lessons.</p>
The student sounds out each grapheme while decoding, but does not correctly blend back the sounds in a word.	The student has an underlying phonemic awareness problem with blending sounds together.	<p>Offer more practice with decoding using sound-by-sound blending. Follow the Sound-by-Sound Blending Model Lesson.</p> <p>Practice the oral blending of sounds into recognizable words. Follow the Fingers for Sounds Model Lesson. Review scaffolds and start with two-phoneme words (e.g., <i>at, it, if, in</i>) and build up to three-phoneme words and then four-phoneme words.</p> <p>Scaffold students with pictures to help them make the connection between the segmented word and the real word.</p>
<b>Automaticity</b>		
The student has difficulty recognizing sight words that have been practiced in reading text (affects both high-frequency words and words with the targeted phonics element).	<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 and reading words from the books both in and out of text. Follow the Word Chains Model Lesson.</p> <p>Use fluency grids for high-frequency words and words introduced in each book. Create fluency grids as described in the Puzzle Word Fluency Model Lesson.</p> <p>Provide additional opportunities for word reading practice by engaging in individual and choral readings of the text.</p>
<b>Prosody</b>		
<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.</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, stumbling on multisyllabic words.</p>	<p>Using phrase-cued reading approach, model and guide students in reading phrases 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. Refer to the Phrase-Cued Reading Model Lesson.</p> <p>Model reading the text with appropriate phrasing and attention to punctuation during choral reading activities.</p> <p>Pinpoint specific reading behaviors that affect prosody and address the behaviors with fluency or word reading intervention strategies.</p> <p>Provide feedback to the student on errors they make during an individual fluency practice session, then have them reread the passage again.</p>



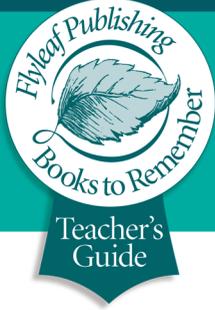
# Reading Series 1: Overview

## 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.

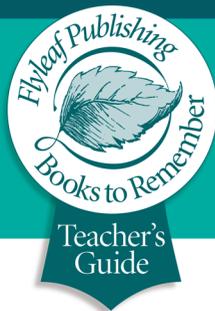
Outcome of desired comprehension skill	What you can do if skill is not emerging
Student retells events in sequence in response to questions about what happens.	Work with sequence words and help student to identify the events in the order they occurred in the story, using picture support from the book as needed.
Student retells/recaps 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 recap. The oral expression of story grammar elements helps student to internalize story structure.
Student makes an inference from the text or illustration in their question responses.	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."
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 as manipulatives during retells. Model retells 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: "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. <b>Say:</b> <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, <b>ask:</b> <i>What word did the author use to describe how the duck moves on the pond? (drift).</i> <b>Say:</b> <i>Now you describe the duck moving using the word drift.</i> Encourage students to answer in complete sentences.
Student uses context as a clue to the meaning of words or phrases in the text.	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.

*Continued on next page.*



# Reading Series 1: Overview

Outcome of desired comprehension skill	What you can do if skill is not emerging
Students can identify the frequently occurring root words and their inflectional forms.	Spend more time with Connecting Spelling to Meaning activities and have students write out word sums.
Students can distinguish shades of meaning among verbs that differ in manner.	Have students become word conscious about verbs. Collect lists of related verbs from the word lists in the back of each book and compare and contrast the verbs. Encourage students to add words they notice in their reading to the word lists.
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.	Direct the student back to the text to find evidence for their responses. For example, <b>say:</b> <i>Can you read me the part in the book that tells you that?</i> 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.



Decodable Literature Library Foundational Skills Guide

# Reading Series 1: Overview

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Teacher's  
Guide

Decodable Literature Library Foundational Skills Guide

# Reading Series 1: Scope and Sequence

The Decodable Literature Library Reading Series 1 Scope and Sequence is a consolidation of foundational phonics skills introduced in the Emergent Reader Series.

Students entering Reading Series 1 are expected to be competent at reading simple closed syllables with all five short vowels and to have firmly entered the full-alphabetic phase of word reading development.

Students in Reading Series 1 will solidify their foundational phonics skills and gain practice reading complex closed syllables with digraphs and/or blends in single-syllable and multisyllabic words.

Foundational Skills  
Consolidation

Target Letter-Sound Correspondence	Book Title
Review schwa /ə/ sound	"Gull Talk" Poem
Review /ng/ sound spelled <b>n[k]</b>	"Junk?" Poem
Foundational skills consolidation: <b>Single consonants and short vowels;</b> <b>ff, gg, ll, nn, ss, tt, zz; /k/ ck; /ng/ ng, n[k],</b> <b>/th/ th, /hw/ wh; a, e, i, o, u; /ē/ ee, y,</b> <b>/ûr/ er; /aw/ a(l, ll); /l/ le; /d/ or /t/ -ed</b>	<i>The Sunset Pond</i> <sup>1</sup>
	<i>Jen's Best Gift Ever</i> <sup>1</sup>
	<i>It Is Halloween!</i> <sup>1</sup>
	<i>Meg and Jim's Sled Trip</i> <sup>1</sup>
	<i>Just a Box</i> <sup>1</sup>
	<i>My Vivid Town</i> <sup>1</sup>
	<i>Great Grandma Dot</i> <sup>1</sup>
	<i>Will Is Up at Bat</i> <sup>1</sup>

<sup>1</sup>Emergent Reader Companion books are simpler versions of Decodable Literature Library Reading Series 1 titles. Companion books build background knowledge and decoding skills and prepare for fluent reading experiences in more advanced texts.