

SAMPLER

Includes
**TEACHER &
STUDENT PRINT
AND DIGITAL
Samples**



EPS READING ACCELERATOR

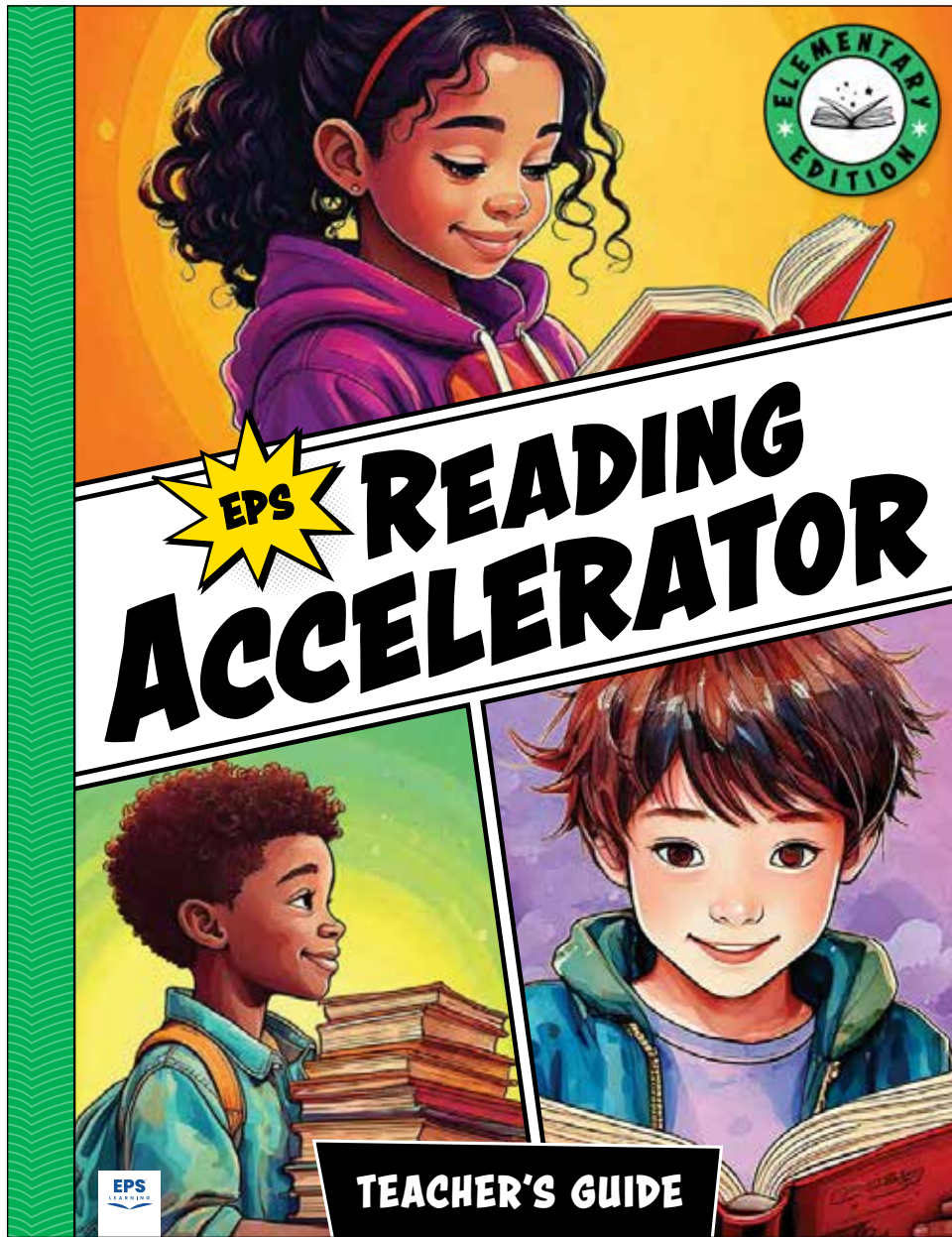
**EPS R
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TEACHER'S GUIDE



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TEACHER'S GUIDE

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The introduction guides users through the research basis for this program, with a focus on supporting the needs of readers in intermediate grades.

Introduction

EPS Reading Accelerator Elementary is a blended print and digital reading intervention program designed to help striving readers achieve reading success, incorporating all five pillars of reading. It employs structured literacy methods based on the science of reading and can be delivered to a whole class, small groups, or individuals. The entire program can be completed in one school year when implemented three times a week (20-minute sessions) or in just a semester (six 20-minute sessions per week).

Understanding the Needs of Striving Readers

At some point around grade 3, the instructional focus in schools shifts from “learning to read” to “reading to learn.” Students who are not proficient readers by this time cannot meet educational expectations, and the learning gaps between them and students who can read well grow exponentially with each school year. This is known as the Matthew effect: Students who begin with reading deficits cannot read well and therefore don’t read much, which results in less learning (Stanovich, 1986).

The results of this widening gap are staggering. Children who are proficient readers in grade 3 and do not live in poverty have a high school graduation rate of 98 percent. In contrast, children who can’t read proficiently by grade 3 are four times more likely not to graduate from high school, six times more likely not to graduate from high school if they also live in poverty, and eight times more likely not to graduate from high school if they are also Black or Hispanic (Fiester, 2013). According to the Correctional Education Association (Herrick, 1991), illiteracy for adult prison inmates is estimated at 75 percent. These data points underscore the pressing need to improve the foundational reading skills of older students.

What the Research Tells Us about Striving Readers

Compared with younger students learning to read for the first time, striving readers in grade 3 and beyond have larger vocabularies, more robust background knowledge, higher levels of executive function, and a greater ability to work independently. The strengths and needs of striving readers require a reading intervention program that is fast paced, providing early opportunities for accomplishment; comprehensive, incorporating academic vocabulary and advanced comprehension skills; respectful, offering age-appropriate, engaging content; and concise and impactful, moving students out of acceleration activities in less than a school year.

What We Know about Educators of Striving Readers in Intermediate Grades

Outside of the special education environment or intensive intervention classes, foundational literacy is generally not taught as part of the curriculum beyond grade 3. As a result, some educators working in intermediate-level classrooms have not received training in teaching foundational literacy (Pedrazzi, 2023). This lack of exposure can lead to misunderstandings about students’ learning needs. Educators may not recognize that students’ comprehension deficits are caused by underdeveloped foundational reading skills, which are caused by a need to improve accurate and automatic word recognition (Kilpatrick & O’Brien, 2019). As a result, some teachers shift to an intervention strategy focused mainly on comprehension. This may not be effective, since many students still lack the decoding skills needed to make the shift to reading to learn. Comprehension-based intervention will only be successful once students have crossed the “decoding threshold” (Wang et al., 2019), allowing them to read with enough fluency to make meaning out of text.

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Introduction

Reading Accelerator Elementary and the Structured Literacy Approach

Reading Accelerator Elementary has an intentional design that taps into decades of research on effective reading instruction. It follows a structured literacy approach, explicitly and systematically teaching foundational and advanced literacy skills to help students improve word recognition and language comprehension and make the shift from learning to read to reading to learn.

Reading Accelerator Elementary provides teacher-led instruction across all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program's scope and sequence progresses systematically from simple to complex skills, focusing on the most impactful concepts for striving readers in intermediate grades. The comprehensive lesson plans interweave instruction to improve foundational word-recognition skills with practices that promote language comprehension: building background knowledge, working with rich vocabulary and complex syntax, explicitly teaching reading comprehension strategies, and providing ample opportunities to apply these skills in writing and oral discussions.

Phonemic Awareness and Phonics

Reading Accelerator Elementary supports the development of phonemic awareness, a skill highly correlated with reading proficiency. A phoneme is the smallest unit of sound in a spoken word. Successful readers can differentiate and manipulate speech sounds to learn new words and recognize frequently used words with automaticity. *Reading Accelerator Elementary* integrates phonemic awareness with phonics instruction, never teaching it in isolation. There are 54 specific phonics skills included in the program, with two direct-instruction lessons for each skill, along with extensive practice opportunities. The instruction is cumulative, providing ongoing practice in all previously taught skills.

Fluency

Fluency work in *Reading Accelerator Elementary* begins at the word level to ensure that activities lead to orthographic mapping, creating automaticity in word recognition. Word fluency work includes explicit instruction in and practice with high-frequency words, timed word reading, and the cumulative review of words containing previously learned skills.

The program moves students quickly to strengthening fluency in connected text. Sentences and passages emphasize newly learned skills while reviewing previously taught ones. Additionally, independent student work includes reading practice via EPS Reading Assistant, a digital platform that provides supportive mediation through just-in-time tutoring to quickly move students to more complex texts.

Vocabulary and Morphology

The size of a student's vocabulary is highly correlated with his or her ability to derive meaning from text (Biemiller, 2003). Intermediate students come to reading instruction with broader vocabularies than younger students, but many lack the more robust vocabulary knowledge necessary for academic success. *Reading Accelerator Elementary* intentionally includes Tier 2 and 3 vocabulary words in every lesson to ensure that students are continually being challenged with unfamiliar words and provided with opportunities to use them. Tier 2 vocabulary words are high-frequency words used across academic content areas. Tier 3 vocabulary words are subject-specific, technical words. The vocabulary activities and curriculum topics were selected based on the framework from Robert Marzano's *Teaching Basic, Advanced, and Academic Vocabulary* (2020). Vocabulary

The program embraces culturally responsive teaching, which helps ensure that students and teachers work together with the mutual expectations of honesty, self-discipline, and perseverance.

Introduction

words span ELA, math, social studies, and science, including topics taught in elementary grades. By including content-specific and conceptual language that is intentionally beyond students' current reading levels, these practice opportunities support deep understanding of vocabulary words and remove potential barriers to reading comprehension.

Reading Accelerator Elementary includes morphology activities in every lesson. Morphology—the study of meaning-based word parts—is the “glue” that holds our language together, creating our semantic systems (Blanchette, 2024). Students who understand morphology can read with greater understanding and write with greater clarity.

Curriculum Connection

Each lesson includes a brief passage to be read aloud to the students after they read the decodable passage. This connects each passage to a particular elementary-level topic and is meant to encourage conversations about the passage to engage students and enhance comprehension. Students have opportunities to expand background knowledge and vocabulary through this type of oral language activity while they are still learning to decode.

Spelling and Writing Skills

As students learn to read (decode) words, they also learn to write (encode) words. This connection between speech and text must be developed reciprocally for a student to become completely literate. Spelling is a critical component of foundational literacy. The act of encoding ensures orthographic mapping, which leads to fluency.

Each *Reading Accelerator Elementary* lesson includes the “Push a Pencil” step during which students write dictated words and sentences, allowing educators to assess students' mastery of sound-spelling correspondences. The instructional routines in the “Time for Texts” step include checklists that can be used to support response-to-reading writing prompts. These checklists are also available in the back of the Student Workbook. As students progress to the more advanced lessons, they have opportunities to write paragraphs in response to the decodable passages. During these writing activities, they are instructed to reference the checklist that aligns to the specific writing type.

Comprehension

Reading Accelerator Elementary is intentional in moving students through the “eternal triangle” (Seidenberg, 2017) of orthography (spelling), phonology (sounds), and semantics (meaning). A decodable passage is included with each lesson, followed by a set of decodable cloze sentences to ensure that students understand what they've read. In later lessons, student write expanded responses and paragraphs. Students continue improving fluency through oral reading with EPS Reading Assistant.

Each *Reading Accelerator Elementary* lesson also includes one of eleven graphic organizers that support key reading comprehension skills. These graphic organizers can be used as catalysts for more extensive, grade-appropriate writing activities.

● Culturally Responsive Teaching

Reading Accelerator Elementary was designed to ensure that all students achieve reading success. Its culturally responsive curricular and pedagogical foundation is grounded in the “warm demander” teaching approach (Kleinfeld, 1975; Alexander, 2016). Educators must expect excellence from their students, “convince them of their own brilliance, and help them reach their potential in a disciplined, structured environment” (Delpit, 2020). The design of *Reading Accelerator Elementary* empowers educators to uphold the following warm demander values, as described by the staff of the June Jordan School of Equity (Brooks, 2023).

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Introduction

- **Believe in the Impossible.** Warm demanders must believe strategies exist to support all students with mastering a skill. The differentiation, scaffolding, review, and intensification of skills incorporated into *Reading Accelerator Elementary* make instruction clear and accessible for all striving readers, even those who are furthest behind.
- **Build Trust.** Warm demanders must build trust with students by learning who they are. *Reading Accelerator Elementary* incorporates multiple opportunities for students to share their levels of understanding so teachers can meet their learning needs accurately.
- **Teach Self-Discipline.** Warm demanders teach students self-efficacy and set high standards for their students. *Reading Accelerator Elementary* provides a consistent lesson format and teaching practices that require active student participation. EPS Reading Assistant offers real-time feedback to students as they read aloud. This consistency allows students to build discipline and self-efficacy as their skill mastery grows.
- **Embrace Failure.** Warm demanders teach their students that failure is an opportunity to learn. *Reading Accelerator Elementary* equips teachers with the necessary tools to provide corrective feedback to students who have not yet mastered a skill by including lesson-specific support information for each lesson plan. Reading Assistant also provides supportive mediation through just-in-time tutoring to quickly move students to more complex texts.

Reaching Striving Readers in Intermediate Grades

Step One: Believe

The first step in reaching students in intermediate grades who are not yet reading proficiently is to believe they can learn. The speed at which these learners can move through a foundational literacy program often surprises educators. Sometimes a student is missing just a handful of key skills that can unlock decoding mastery, allowing rapid progress.

Step Two: Be Honest

Many educators are reluctant to tell students the truth about their reading abilities. They may believe students will be embarrassed about receiving foundational reading instruction and will want to hide their reading materials. The truth is that striving readers already know they are struggling and are usually relieved to learn it's not their fault. They may have a learning disability, or they may not have received adequate instruction early in their academic careers.

Step Three: Determine Student Needs

Get specific information about the skills your students need to learn. This will allow you to decide whether your whole class would benefit from *Reading Accelerator Elementary* in its entirety, or if you need to provide only specific lessons to specific students.

Step Four: Plan and Communicate

Together with students, lay out a plan for intervention. Talk about *Reading Accelerator Elementary*, the schedule for instruction, and what will be expected of students as you work together. Give your students pointers for discussing the goals of this work with others. If someone asks them why they're working on reading at their age, ready them to respond with, "I didn't get the instruction I needed when I was younger, so I'm learning these skills now."

Step Five: Get to Work!

Your students can't wait. Jump right into instruction as soon as possible. Be candid with students if you've never taught foundational reading before. Own your mistakes and learn from them. Be transparent with your students as you learn with them.

How to Use This Program

Review the Scope and Sequence

Reading Accelerator Elementary's research-based scope and sequence outlines the skills taught in the program. Building from simple letter-sound correspondences to complex phonic patterns, the skill sequence is designed to focus on the critical phonics skills that will advance your students most efficiently. The program matches the texts students are reading to the skills they are learning and ensures there is a sequence of vocabulary and comprehension skills along with phonemic awareness and phonics skill. *Reading Accelerator Elementary's* clear, systematic instructional routines ensure that educators have exactly what they need during direct instruction so that learning is easy, and retention is more likely (Moats, 2020).

Explore Print Components

Student Workbook

- Automaticity Drills
- Spelling Lists
- Decodable Passages
- Checks for Understanding (Cloze Sentences)
- Graphic Organizers Aligned to Comprehension Skills and Strategies

Instructional Card Decks

- Letter Cards for each focus skill (includes words for elementary and middle school students)
- Word Cards (one for each heart word)

Lesson Plans and Instructional Routines

- Skill-specific Student Support
- Targeted Corrective Feedback
- Differentiation Strategies
- Multisensory Reinforcement
- Strategies for Multilingual Learners
- Vocabulary and Morphology Development
- Curriculum Connections and Extensions (including read-aloud passages)
- Discussion and Writing Prompts
- Reflection Questions for Responsive Teaching

Classroom Resources in the Teacher's Guide

- Extension Activities
- Articulation Guide
- Heart Word Card List
- Letter Card List
- Writing Checklists
- Fluency and Prosody Rubric and Checklist
- Reproducible Graphic Organizers
- School-Home Connection Letter
- Phoneme-Grapheme Chart
- Annotated Student Workbook Pages

Access Digital Components

Reading Accelerator Elementary includes access to EPS Connect, a teacher resource platform to support direct instruction, and EPS Reading Assistant, a student assessment and practice platform.

EPS Connect contains enhanced lesson plans that provide complete scripting for every step of every lesson. Digital tools that allow projection of letter and word cards, break-and-build graphics, and letter tiles are linked in the lesson plans for easy access. Additional teacher resources and data collection tools are also included.

EPS Reading Assistant, an AI-driven reading tutor, provides students with adaptive reading practice and intervention based on the science of reading. Using voice-recognition technology, EPS Reading Assistant assesses and delivers real-time personalized feedback and micro-interventions. The educator and administrator dashboard pinpoints specific

Introduction

reading skill strengths and deficits in a simple interface with on-demand report generation. Additionally, EPS Reading Assistant serves as a universal dyslexia screener, an initial baseline assessment, and an ongoing progress monitoring tool.

Assess Instructional Needs and Monitor Progress

The first time your students use EPS Reading Assistant (included with the program), they will complete independently a 15-minute baseline assessment that provides data on their skill proficiency. The diagnostic data can be used to establish small groups based on your students' instructional needs, if you choose this implementation model over using *Reading Accelerator Elementary* as a whole-class solution. In either scenario, as students continue to use EPS Reading Assistant for independent practice, you can see up-to-date formative and progress monitoring data.

Deliver the Lessons

The straightforward, consistent structure of every *Reading Accelerator Elementary* lesson allows you and your students to address what matters most: literacy skills. Each 20-minute lesson follows the same five steps with embedded routines:

1. **Sound Round:** Phonemic awareness activities (2 minutes)
2. **Rapid Round:** Phonics review, instruction, modeling, and practice; heart word instruction (5 minutes)
3. **Break and Build:** Blending and segmenting activities (3 minutes)
4. **Push a Pencil:** Encoding activities (4 minutes)
5. **Time for Texts:** Skill application in connected text with guided fluency practice and comprehension skill development (6 minutes)

The accelerated pace of lessons is balanced by an intensive introduction of new concepts combined with continuous review and reinforcement. At the macro level, *Reading Accelerator Elementary* embeds a spiral review of newly acquired competencies as your students advance through the skill sequence. This daily cumulative review allows students to consolidate learning and build reading proficiency. At the skill level, two lessons are dedicated to each concept. You introduce the target concept in the initial lesson, providing direct instruction and modeling while encouraging active student participation and skill application. The following lesson provides instructional review and additional practice opportunities to reinforce your students' learning and promote skill mastery.

At the core of each lesson are the *Reading Accelerator Elementary* instructional routines (pages xv–xxv). These routines are structured, teacher-led activities designed to explicitly introduce and reinforce each lesson's target skill. Each repeatable routine seamlessly integrates skill-specific content from the lesson plans. Once you and your students become familiar with the simple and engaging routines, you are free to focus on accelerating literacy skill development.

Differentiate Instruction

Every lesson includes strategies for differentiating instruction, support for multilingual learners, vocabulary-building activities, curriculum connections and extensions (including read-aloud passages), and independent practice assignments that your students can complete during or after class. Immediate, corrective feedback addresses common student misconceptions and errors. In addition, EPS Reading Assistant provides ample opportunities for independent skill practice. For multilingual learners, strategies focus on the positive transfer of phonic patterns from students' home language as well as explicit support with unfamiliar sound-spelling patterns. Each lesson features a set of Tier 2 and Tier 3 academic vocabulary words that exemplify the target phonic pattern. Robust

vocabulary storage and retrieval activities are supplemented by the inclusion of curriculum-based discussion prompts and extensions.

Assign Workbook Activities

The Student Workbook provides structured opportunities for your students to apply concepts. These workbook activities provide your students with tangible evidence of progress, fostering ownership and agency of their own learning while building confidence.

- Decoding practice with target phonic patterns at the word and sentence level.
- Partner word-reading drills to promote accuracy and automaticity with target skills, previously learned concepts, and explicitly taught high-frequency words.
- High-interest decodable passages that reinforce skill acquisition with both newly introduced and review concepts.
- Reading comprehension activities that include text-dependent cloze sentences, writing activities, and strategy-specific graphic organizers.

Celebrate Progress

Striving readers in intermediate grades face a multitude of challenges, and every step on the road to reading proficiency deserves recognition. Enjoy the journey!

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SCOPE and SEQUENCE

| # | PHONICS | HEART WORDS | PHONOLOGICAL AND PHONEMIC AWARENESS | COMPREHENSION | DECODABLE PASSAGE GENRE | TIER 2 & TIER 3 VOCABULARY | CURRICULUM CONNECTION |
|----|--|---------------------------|--|--------------------------|-------------------------|---|-------------------------------|
| 1 | Short <i>a</i> | a | Rhyme Recognition, Rhyme Production | Making Inferences | Fiction | act, adverb, Africa, amphibian, axis | Music |
| 2 | Short <i>i</i> | I, the | Rhyme Recognition, Rhyme Production | Story Elements | Fiction | improper, index, Indian, inherit, introduce | American Society |
| 3 | Short <i>o</i> | do, go, he, what | Rhyme Recognition, Isolate Initial Sound | Sequence | Humor | objective, observation, odd, operation, opportunity | Animal Needs |
| 4 | Short <i>e</i> | have, see, was, we | Rhyme Production, Isolate Medial Sound | Making Inferences | Fiction | education, energy, entertain, estimate, external | Art and Colors |
| 5 | Short <i>u</i> | for, my, out | Rhyme Recognition, Blend Onset and Rime | Multiple-Meaning Words | Fiction | culture, subtract, sum, unbalanced, Uncle Sam | Parts of Speech |
| 6 | Decoding Multisyllabic Words | | Blend Syllables, Segment Syllables | Compare and Contrast | Fiction | factor, fragment, hundred, landform, network | Cultures |
| 7 | Consonant Digraph <i>sh</i> | | Blend Sounds, Blend Words | Multiple-Meaning Words | Fiction | freshwater, hashmark, ship, show, Washington | Philosophy |
| 8 | Consonant Digraph <i>ch</i> | want | Blend Sounds, Segment Sounds | Sequence | Fiction | beach, chance, chapter, charge, inch | Health and Wellness |
| 9 | Consonant Digraph <i>th</i> | all, she, they, you | Add Initial Sound, Segment Onset and Rime | Figurative Language | Nonfiction | algorithm, brother, method, myth, north, thesis | Technology |
| 10 | Consonant Digraphs: <i>ck, wh</i> | of, said, use | Add Initial Sound, Segment Onset and Rime | Cause and Effect | Humor | check, nickel, spellcheck, wheel, when, White House | Analyzing Language |
| 11 | <i>qu</i> | are, like, to | Add Initial Sound, Segment Onset and Rime | Main Idea and Details | Nonfiction | equator, qualification, quarter, question, quote | Natural Hazards |
| 12 | Schwa | smile, warm | Segment and Count Syllables, Segment Syllables | Cause and Effect | Fiction | alliance, bond, category, degree, passage, purpose | Cooperation and Conflict |
| 13 | Consonant Blends with <i>s</i> | how, one, where | Blend Sounds, Isolate Final Sound | Main Idea and Details | Nonfiction | display, responsibility, restate, scale, specialization, storyboard | Comparing Organisms |
| 14 | Consonant Blends with <i>l</i> and <i>r</i> | here, their, water, would | Blend Sounds, Isolate Final Sound | Story Elements and Theme | Fiction | blend, blush, immigrant, paragraph, stream, structure | Point of View |
| 15 | Plurals and Inflection -s | both | Blend Sounds, Add Final Sound | Homophones | Fiction | consumers, dozens, experiments, illustrations, islands | The Environment |
| 16 | Open Syllables | catch, make, there, who | Blend Syllables, Add Final Sound | Compare and Contrast | Fiction | climate, equation, region, reread, rotation | Scientists and Inventors |
| 17 | <i>ng, nk</i> | down, put, sound, were | Isolate Initial Sound, Add Initial Sound | Making Inferences | Nonfiction | angle, bank, chunk, English, link, setting | Biodiversity |
| 18 | Split Vowel Teams (CVCe): <i>a_e, i_e</i> | come, some | Segment Sounds, Isolate Medial Sound | Multiple-Meaning Words | Nonfiction | decade, divide, incline, plane, reptile, state | Organism Habitats |
| 19 | Split Vowel Teams (CVCe): <i>e_e, o_e, u_e</i> | good, live, why, your | Segment Sounds, Isolate Medial Sound | Sequence | Fiction | athlete, cube, due, erode, mode, phone, tune, volume | Organism Behaviors and Traits |

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| # | LESSON TITLE | HEART WORDS | PHONOLOGICAL AND PHONEMIC AWARENESS | COMPREHENSION | DECODABLE PASSAGE GENRE | TIER 2 & TIER 3 VOCABULARY | CURRICULUM CONNECTION |
|----|--|--------------------------------|--|-------------------------------|-------------------------|--|--|
| 20 | Special Combinations: -ld, -ind, -old, -olt, -ost | move, work | Isolate Medial Sound, Substitute Medial Sound | Multiple-Meaning Words | Poetry | bolt, child, compost, gold, host, mind | Analyzing Language |
| 21 | R-controlled ar | by, very | Blend Onset and Rime, Segment Onset and Rime | Sequence | Fable | chart, market, star, thwart, war, warp | Philosophy |
| 22 | R-controlled or | does, look, show, two | Blend Sounds, Segment Onset and Rime | Homophones | Nonfiction | brainstorm, corn, evaporate, factory, force, order | Waves |
| 23 | R-controlled er, ir, ur | around, place, through | Blend Sounds, Segment Onset and Rime | Sequence | Folklore/Legend | adverb, bird, burst, century, first, numeral, persist, urban | Cultures |
| 24 | Long a: ai, ay | give | Segment Sounds, Add Initial Sound | Cause and Effect | Fiction | array, day, essay, food chain, main, remainder | Entrepreneurship and Innovation |
| 25 | Long a: ea, ei, eigh, ey | listen, often | Segment Sounds, Add Initial Sound | Figurative Language | Fantasy | convey, freight, prey, sleigh, survey, vein | Personification and Similes |
| 26 | ai, all | sure, usually | Segment Onset and Rime, Substitute Initial Sound | Main Idea and Details | Nonfiction | alter, falter, install, recall, stalk, talk | Supply and Demand |
| 27 | Inflections: -es, -ing (Double Final Consonant Spelling) | | Segment Syllables, Add Last Syllable | Compare and Contrast | Fiction | counting, detaches, glasses, living, processes, running, writing | Climate and Weather |
| 28 | Inflection -ed (Double Final Consonant Spelling) | been | Segment Syllables, Add Last Syllable | Multiple-Meaning Words | Nonfiction | attracted, exerted, interacted, propelled, reflected, resisted | Historical Family Life |
| 29 | Long e: ea, ee, ey | could | Isolate Medial Sound, Segment Words | Making Inferences | Humor | degree, freedom, leader, meaning, pulley, valley | Health and Wellness |
| 30 | Long o: oa, ow | know, only | Segment Sounds, Isolate Medial Sound | Cause and Effect | Nonfiction | coach, known, narrow, soak, sorrow, thrown | Distribution of People |
| 31 | Contractions with Will and Not | | Blend Sounds, Segment Sounds | Claims, Reasons, and Evidence | Speech/Essay | couldn't, let's, she'll, they'll, where's | American Society |
| 32 | Long i: igh, ight | change | Segment Words, Substitute First Syllable | Story Elements and Theme | Folklore/Legend | highchair, highway, oversight, plight, righteous, thigh | Cultures |
| 33 | Soft c and g | because, every, father, should | Isolate Final Sound; Substitute Final Sound | Multiple-Meaning Words | Nonfiction | face, implicit, peace, place value, space, successor | Fractions |
| 34 | Trigraphs: dge, tch | pull, push | Isolate Final Sound, Substitute Final Sound | Cause and Effect | Fiction | bridge, catch, edge, match, pitch, stretch, wedge | Weight and Volume |
| 35 | Long u: ew, ue, ui | food | Isolate Initial Sound, Substitute Initial Sound | Main Idea and Details | Nonfiction | blue, juice, news, suit, tissue, view | Innovation |
| 36 | Singular Possessives | busy, eye | Add Final Sound, Delete Final Sound | Making Inferences | Biography | bus's, doctor's, Marcus's, Omar's, students | Native Peoples and Settlers of the United States |
| 37 | au, aw, ought, ough | again | Isolate Initial Sound, Substitute Initial Sound | Sequence | Fiction | author, awful, brawn, cause, crawl, daughter | Philosophy |

SCOPE and SEQUENCE

| # | PHONICS | HEART WORDS | PHONOLOGICAL AND PHONEMIC AWARENESS | COMPREHENSION | DECODABLE PASSAGE GENRE | TIER 2 & TIER 3 VOCABULARY | CURRICULUM CONNECTION |
|----|--|--------------------------------|--|-------------------------------|-------------------------|--|------------------------------|
| | | | | | | | |
| 38 | Long and Short oo | about, learn, picture | Substitute Initial Sound, Substitute Final Sound | Main Idea and Details | Nonfiction | goods, moon, neighborhood, root, textbook, tool | Plant Needs |
| 39 | y: Long e, Long i | people, says | Delete Last Syllable, Segment and Count Syllables | Story Elements and Theme | Fiction | multiply, mystery, similarity, sky, supply, vocabulary | Organism Behavior and Traits |
| 40 | Diphthongs: oi, oy | | Segment Sounds, Substitute Initial Sound | Persuasive Techniques | Nonfiction | appoint, boycott, empty, foil, point, soil, voyage | Types of Justice |
| 41 | Diphthongs: ou, ow | any, instead | Substitute Initial Sound, Delete Initial Sound | Figurative Language | Poetry | boundary, Mayflower, power, pronoun, sound, vowel | Analyzing Words |
| 42 | ou | | Isolate Medial Sound, Substitute Medial Sound | Cause and Effect | Fiction | boulder, country, group, igneous, poultry, route | Entrepreneurship |
| 43 | Consonant-le | many | Segment and Count Syllables, Substitute First Syllable | Multiple-Meaning Words | Speech/Essay | able, angle, dismantle, grapple, obstacle, principle, recycle | Word Problems |
| 44 | Suffixes: -ful, -less | answer, Earth, together, world | Blend Syllables, Segment Syllables | Main Idea and Details | Nonfiction | careful, careless, helpful, helpless, hopeful, hopeless | Cooperation |
| 45 | Suffixes: -y, -ly | word, write | Blend Syllables, Segment Syllables | Figurative Language | Fiction | assembly, consequently, democracy, frequently, honestly, literally | Weathering |
| 46 | Suffixes: -er, -est | carry | Blend Syllables, Add Last Syllable | Homophones | Nonfiction | consumer, decomposer, denser, hardest, producer, scarcest | Cultures |
| 47 | Multisyllabic Words | | Blend Syllables, Segment Syllables | Making Inferences | Fiction | distribute, fundamental, independence, industry, inventory, systematic | Immigration |
| 48 | Prefixes: re-, un- | | Add First Syllable, Delete First Syllable | Claims, Reasons, and Evidence | Argument | reinvent, remix, renew, uncommon, unfair, unpaid | American Independence |
| 49 | Prefixes: dis-, mis-, pre- | school | Add First Syllable, Substitute First Syllable | Sequence | Biography | disable, disagree, dishonest, misjudge, misplace, misunderstand | Braille |
| 50 | Inflections: -ed, -es, -ing (All Spelling Changes) | | Segment Syllables, Substitute Last Syllable | Story Elements and Theme | Fantasy | amplified, bodies, classified, countries, dividing, increasing | Fantasy Genre in Literature |
| 51 | Irregular Plurals | | Isolate Final Sound, Substitute Final Sound | Multiple-Meaning Words | Fiction | foot/feet, half/halves, medium/media, ox/oxen | American Society |
| 52 | Plural Possessives | | Add Last Syllable, Substitute Last Syllable | Main Idea and Details | Nonfiction | ancestors', characters', graphs', regions', solutions', systems' | American Democracy |
| 53 | Consonant Digraph ph | | Segment Sounds, Isolate Initial Sound | Cause and Effect | Fiction | amphibian, atmosphere, geography, paragraph, phase, physical | Innovation |
| 54 | Silent Consonants: gn, kn, mb, wr | | Segment Sounds, Substitute Initial Sound | Main Idea and Details | Nonfiction | align, gnat, knee, know, limb, answer, wrist | Organisms and Behavior |

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Routines that spell out the general procedures to follow for each step of each lesson are conveniently located at the front of the book for easy reference. Teachers integrate specific examples from the lesson plans into these routines to teach each lesson.

Instructional Routine 1

1. Sound Round

1a. Rhyme

Say the word or words twice, and have students say the word. Ask students about the rhyme.

- **Rhyme Recognition:** math, bath . . . math, bath. *Do they rhyme?*
- **Rhyme Production:** lamp . . . lamp. *What rhymes with lamp?*

1b. Blend

Say the words, syllables, or sounds twice. Ask students to say the words, syllables, or sounds and blend them to say a word.

- **Blend Words:** camp / fire . . . camp / fire. *Blend.*
- **Blend Syllables:** gar / den . . . gar / den. *Blend.*
- **Blend Onset and Rime:** /t/ ip . . . /t/ ip. *Blend.*
- **Blend Sounds:** /b/ /α/ /t/ . . . /b/ /α/ /t/. *Blend.*

1c. Segment

Say the word twice, and have students say the word. Ask students to segment the word into smaller words, syllables, or sounds.

- **Segment Words:** cupcake . . . cupcake. *What are the smaller words?*
- **Segment Syllables:** fantastic . . . fantastic. *What are the syllables?*
- **Segment and Count Syllables:** napkin . . . napkin. *How many syllables?*
- **Segment Onset and Rime:** sat . . . sat. *What is the first sound and the rest of the word?*
- **Segment Sounds:** cap . . . cap. *What are the sounds?*

1d. Isolate

Say the word twice, and have students say the word. Ask students to isolate one sound in the word.

- **Isolate Initial Sound:** time . . . time. *What is the first sound?*
- **Isolate Medial Sound:** lap . . . lap. *What is the middle vowel sound?*
- **Isolate Final Sound:** catch . . . catch. *What is the final sound?*

Indicates student response.

Instructional Routine 1

1e. Delete

Say the word twice, and have students say the word. Ask students to remove a sound or syllable from the beginning or end of the word.

- **Delete Initial Sound:** lamp . . . lamp. Remove /l/. What is left?
- **Delete Final Sound:** lamp . . . lamp. Remove /p/. What is left?
- **Delete First Syllable:** concrete . . . concrete. Remove con. What is left?
- **Delete Last Syllable:** concrete . . . concrete. Remove crete. What is left?

1f. Add

Say the word or word part twice, and have students say the word or word part. Ask students to add a sound or syllable to the beginning or end of the word.

- **Add Initial Sound:** am . . . am. Add /r/ to the beginning. What is the new word?
- **Add Final Sound:** ram . . . ram. Add /p/ to the end. What is the new word?
- **Add First Syllable:** port . . . port. Add ex to the beginning. What is the new word?
- **Add Last Syllable:** row . . . row. Add bot to the end. What is the new word?

1g. Substitute

Say the word twice, and have students say the word. Ask students to replace a sound or syllable at the beginning, middle, or end of the word.

- **Substitute Initial Sound:** toast . . . toast. Remove /t/ and add /r/. What is the new word?
- **Substitute Medial Sound:** pan . . . pan. Remove /a/ and add /ā/. What is the new word?
- **Substitute Final Sound:** frame . . . frame. Remove /m/ and add /l/. What is the new word?
- **Substitute First Syllable:** basket . . . basket. Remove bas and add mar. What is the new word?
- **Substitute Last Syllable:** relax . . . relax. Remove lax and add peat. What is the new word?

Indicates student response.

2. Rapid Round

2a. Focus Skill

- **Skill Review:** One at a time, show the Letter Cards from the last three lessons or any cards the class needs to review. For each card, have students name the letter(s), say the sound, and say the word.
- **Skill Introduction:** Introduce the focus skill. Display the Letter Card(s) for the current lesson. Name the letter(s), say the sound, and say the keyword. Then, provide explicit instruction as described in the Lesson Plan.

When r is teamed with a vowel, it spells a new sound. These teams are called r-controlled vowels: ar, er, ir, or, and ur. Today, we will focus on the r-controlled vowel team or, which spells the sound /ôr/. Write corn on the board and draw a swoop under or. In this word, r-controlled or spells the sound /ôr/. Say the sounds and blend to read. Repeat with the words forth and port.

- ✓ Underline individual vowels.
- ✓ Draw a circle around vowel teams (except r-controlled).
- ✓ Draw a swoop under r-controlled vowels + r, digraphs, and consonant clusters (blends and longer combinations, such as *ough*).
- ✓ Draw a vertical line between syllables.
- ✓ Cross out silent e and draw an arrow from the e, over the consonant, pointing to the working vowel.
- ✓ Draw a box around prefixes and suffixes.

- **Generalizations:** Restate any generalizations as described in the Lesson Plan.
- **Spelling Rule:** Explain any spelling rules as described in the Lesson Plan.
- **Syllable Type:** Describe any syllable types as described in the Lesson Plan.
- **Skill Support:** Multisensory reinforcement activities, skill-specific corrective feedback and support, and strategies for multilingual learners are available in the Lesson Plan.

Instructional Routine 2

- **Immediate Feedback:** Throughout the lesson, provide ample opportunities for students to decode (read) and encode (write) skill words. Respond promptly to student attempts. Target the focus skill when providing feedback, using clear examples and consistent instructional language.

1. Affirm accurate responses with specific praise.
2. Correct errors by thinking aloud and modeling how to apply the focus skill. Display the Letter Card(s) so students can access the visual cue at any time.
3. Repeat the question to give students an opportunity to respond accurately.

2b. Heart Words:

- **Heart Word Review:** One at a time, show the Word Cards from the last three lessons or any cards the class needs to review. For each card, have students read and write the word.
- **Heart Word Introduction:** One at a time, show the unmarked side of the Word Card(s) for the current lesson. For each card, say the word and segment the sounds. Have students repeat. Then, draw attention to both expected and unexpected sound-spelling patterns in the word.

This word has some letters that spell the sounds you expect and some letters that do not. You need to remember those word parts by heart.

Said, /s/ /e/ /d/. 

Which letters are spelling the typical sounds? 

Which letters are not spelling the typical sounds? 

Draw a heart under any letters in the word that do not spell the typical sounds.

In the word said, the letters a and i spell /e/.

Have students read the word. Then, have students write the word while saying each sound.

3. Break and Build

3a. Sound Switch

Have students draw a grid of circles.

You will write one sound in each circle. Some circles will have more than one letter because some sounds are spelled by more than one letter.

Say the first word, and have students say the word. Then, ask students about the first sound.

Path. ...

What is the first sound? ...

What letters spell that sound? ...

Have students write the letter(s) in the first circle.

Ask students to say the next sound and name the letter that spells the sound. Continue until the whole word has been spelled.

Then, have students say each sound and blend to read the word.

Say the next word and ask students about the new sound.

Math. ...

What sound changes from path to math? ...

Have students cross out the sound that changes and write the new word in the next row of circles, saying each sound as they write the letters. Students should draw lines to connect letters that stay the same.

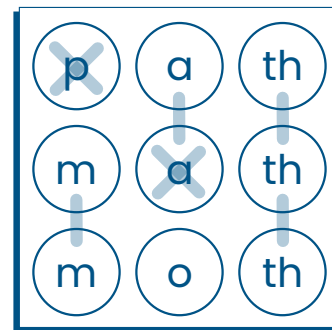
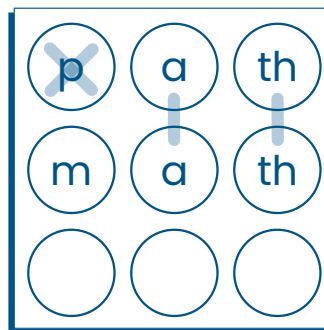
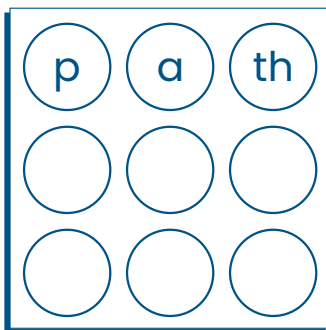
Then, have students say each sound and blend to read the word.

Say the next word and ask students about the new sound.

Moth. ...

What sound changes from math to moth? ...

Have students repeat the steps to write the letters, mark the grid, and blend the sounds to read the word.



... Indicates student response.

Instructional Routine 3

3b. Breaking Multisyllabic Words

Explain the strategy for reading multisyllabic words.

You can only decode one syllable at a time. When you come to a word you don't know, you need to figure out how many syllables it has. Every syllable has to have a vowel sound.

Write the first word on the board.

What are the vowels in this word? 

Underline the vowels.

fantastic

Explain that, in most words, every syllable except the first must begin with a consonant sound. Blends, digraphs, trigraphs, special combinations, and affixes stay together.

Divide the syllables.

fan|tas|tic


Segment the sounds in one syllable at a time and blend to read each syllable.

Blend the syllables to read the word.

Point to the letters in the first syllable and have students say the sounds. Slide your finger under those letters and have students blend the sounds to read the syllable. Repeat for each syllable, and then read the word together with students. As needed, discuss the meaning to support vocabulary development.

/f/ /a/ /n/... fan, /t/ /a/ /s/... tas, /t/ /i/ /k/... tic, fan / tas / tic ... fantastic.

Repeat the steps for the next word.

 Indicates student response.

3c. Suffix Switch

Have students draw a set of lines and boxes.

You will write the base word on each line and a suffix in each box. The base word will not change.

Say the first word and ask students about the word parts.

Softer.

What is the base word? ...

What is the suffix? ...

Have students write the base word on the line and the suffix in the box.

Then, have students write the same base word on the line in the next row. Ask students to change the suffix.

Change er to est and write the new suffix in the box. What is the new word? ...

Repeat the steps for the next word.

| | |
|------|----|
| soft | er |
| soft | |
| | |

| | |
|------|-----|
| soft | er |
| soft | est |
| soft | |

| | |
|------|-----|
| soft | er |
| soft | est |
| soft | ly |

3d. Prefix Switch

Have students draw a set of boxes and lines. This routine follows the same steps as the Suffix Routine, but the box precedes the line.

| | |
|----|------|
| re | load |
| | load |
| | |

| | |
|----|------|
| re | load |
| un | load |
| | load |

| | |
|-----|------|
| re | load |
| un | load |
| pre | load |

... Indicates student response.

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Instructional Routine 4

4. Push a Pencil

4a. Word Dictation

Dictate the words, one at a time. Use each word in a sentence to support comprehension and vocabulary development.

As needed, think aloud and write on the board to model the spelling strategy:

1. Say the word and break it into sounds.
2. Think about any spelling rules or generalizations that apply.
3. Write the word and reread it to check for accuracy.

The word is cliff. The sounds in cliff are /k/ /l/ /i/ /f/.

Are there any spelling rules for this word? Yes, I need to double the letter f when it follows a short vowel in a one-syllable word.

I will spell each sound: /k/, c... /l/, l... /i/, i... /f/, f-f.

Then, I will slide my finger under the word to read it and check my spelling.

4b. Sentence Dictation

Dictate the sentence.

As needed, think aloud and write on the board to model the strategy for writing dictated sentences:

1. Draw a line for each word in the sentence.
2. Think about any capitalization and punctuation rules that apply.
3. Write each word, one syllable at a time, and reread the sentence to check for accuracy.

First, I will draw a line for each word I hear in the sentence.

| | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
|-------|-------|-------|-------|-------|-------|-------|

Next, I will think about capitalization and punctuation.

| | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|---|
| D | _____ | _____ | _____ | _____ | _____ | _____ | ? |
|---|-------|-------|-------|-------|-------|-------|---|

Then, I will write each word one syllable at a time.

| |
|-------------------------------|
| Did the frog hop to the pond? |
|-------------------------------|

Finally, I will slide my finger under the sentence to read it and check my work.

Sentence Writing

- ✓ Use a capital letter to begin a sentence, for a proper noun, and for the pronoun *I*.
- ✓ Use a period at the end of a statement.
- ✓ Use a question mark at the end of a question.
- ✓ Use an exclamation point at the end of a sentence to show emotion or emphasis.
- ✓ Use a comma after a long prepositional phrase or to separate words in a series or clauses.
- ✓ Use a colon to introduce an idea or before a list.
- ✓ Use at least one noun.
- ✓ Use at least one verb.

Paragraph Writing: Informative

- ✓ Write a topic sentence that states your main idea.
- ✓ Write three or more sentences that support the topic sentence.
- ✓ Use linking words and phrases to connect ideas.
- ✓ Write a concluding sentence.

Paragraph Writing: Narrative

- ✓ Write a hook to spark the reader's interest.
- ✓ Describe the setting and establish the mood.
- ✓ Develop characters through description and dialogue.
- ✓ Use vivid adjectives and sensory language.

Paragraph Writing: Argumentative

- ✓ Write a topic sentence that states your claim.
- ✓ State your reasons for making the claim and provide evidence from credible sources (e.g., statistics, quotations, examples) to support your reasons.
- ✓ Use linking words and phrases to connect ideas.
- ✓ Write a concluding sentence that restates your claim.

5. Time for Texts (Workbook Routine)

5a. Fluency

- **Reading Words and Sentences:** Point to the first word in the Workbook and restate the focus skill.

Write the first skill word on the board and mark it.

- ✓ Underline individual vowels.
- ✓ Draw a circle around vowel teams (except *r*-controlled).
- ✓ Draw a swoop under *r*-controlled vowels + *r*, digraphs, and consonant clusters (blends and longer combinations, such as *ough*).
- ✓ Draw a vertical line between syllables.
- ✓ Cross out silent *e* and draw an arrow from the *e*, over the consonant, pointing to the working vowel.
- ✓ Draw a box around prefixes and suffixes.

Have students mark the word in their Workbooks.

Repeat the steps for each word at the top of the page.

Point to the first sentence in the Workbook and read it aloud slowly, as if decoding each word. Then, reread it fluently.

Have students slide their fingers under the words as they repeat both readings. As needed, remind students to segment and blend any unfamiliar words, paying particular attention to the regular and irregular parts of heart words.

Repeat the steps for the next sentence.



Automaticity Drill: Have students read aloud the words listed at the bottom of the page. Partner 1 reads while Partner 2 provides instructional support and feedback. Then, partners switch roles. (Optional: Partners time each other.)

- **Choral Reading:** Read the passage aloud to model accuracy, appropriate rate, and meaning-based expression. Have students follow along in their workbooks or with the text projected onto a screen. Then, have the whole class or a smaller group read aloud in unison, along with a teacher or more capable reader. Students should slide their fingers under the words to track as they read. Observe and listen to ensure that all students are participating. As needed, pause the group to model fluent reading.

- **Partner Reading:** Explain the roles and responsibilities for reading partners. Model and demonstrate expectations, working throughout the year on this routine. Partner 1 and Partner 2 roles should be posted and established so that limited directions are needed.

- ✓ Partner 1 reads and Partner 2 listens with eyes on the reader's page.
- ✓ Partner 2 offers support with decoding, but does not say the word, when Partner 1 struggles or makes an error.
- ✓ Partners switch roles to reread the text (or more frequently for longer passages).

5b. Comprehension

- **Sentence Completion:** Have students complete the sentences in the Workbook using information from the passage.
- **Graphic Organizer:** Introduce the comprehension strategy and show students how to complete the graphic organizer in their workbooks. Reproducible graphic organizers are available in the Appendix.

1. Cause and Effect
2. Claims, Reasons, and Evidence
3. Compare and Contrast
4. Figurative Language
5. Homophones
6. Main Idea and Details
7. Making Inferences
8. Multiple-Meaning Words
9. Persuasive Techniques
10. Sequence
11. Story Elements and Theme

- **Close Reading Prompt:** Have students write or discuss a response to the prompt.

Each skill spans two lessons: the first introduces and models, while the second reinforces with review and practice.

Instructional Routines, to be used with the skill-specific content in each lesson plan, appear in the Teacher's Guide front matter. Fully scripted lessons appear in EPS Connect.



20 Minutes

LESSON 10A Consonant Digraphs: ck, wh

Refer to the instructional routines indicated in each step to complete the lesson.

1. Sound Round

2 Minutes

Add Initial Sound (Routine 1f)

- ▶ Word List: ick + /ch/ = chick; ack + /b/ = back; uck + /sh/ = shuck; ip + /w/ = whip; en + /w/ = when

Segment Onset and Rime (Routine 1c)

- ▶ Word List: sick: /s/ ick; check: /ch/ eck; whiff: /w/ iff; wham: /w/ am; kick: /k/ ick

2. Rapid Round

5 Minutes

Skill Review (Routine 2a); Letter Cards 7-1, 8-1, 9-1, 9-2

Skill Introduction (Routine 2a); Letter Cards 10-1, 10-2

A digraph is two letters that work together to spell one sound. Today, we will focus on two digraphs: wh /w/ and ck /k/. The ck spelling is only found at the end of a word or a syllable and spells /k/. Write sock on the board. Draw a swoop under ck and underline o. Say the sounds and blend to read. Write when on the board. Draw a swoop under wh and underline e. The wh spelling is found at the beginning of a word or a syllable and spells /w/. Say the sounds and blend to read. What is another way to spell /w/? (w) Repeat with the words whiz and pack.

Heart Words (Routine 2b); Word Cards 10-1, 10-2, 10-3

- ▶ Word List: of, said, use

3. Break and Build

3 Minutes

Sound Switch (Routine 3a)

Draw three circles (wh-i-p).

- ▶ Word List: whip → sip → sick

4. Push a Pencil

4 Minutes

Word Dictation (Routine 4a)

- ▶ Word List: thick, check, whim, duck, backpack

Sentence Dictation (Routine 4b)

- ▶ Sentence: When can we unlock the shack and go in?

5. Time for Texts

6 Minutes

Reading Words and Sentences (Routine 5a)

- ▶ Workbook p. 38

Choral Reading (Routine 5a)

- ▶ Workbook p. 39, *Luck of the Duck*

Every A lesson includes strategies for differentiating instruction, support for multilingual learners, corrective feedback and support, vocabulary-building activities, and independent practice assignments.

LESSON 10A

? Pre-teaching Reflection

How can I create an environment in which my students are comfortable taking risks to learn this concept or acquire these skills?



Multisensory Reinforcement: Visual, Auditory, Kinesthetic

Create a set of word cards for the different spellings of /k/: *pack, deck, sick, sock, luck, camp, attic, hectic, plastic, public, toxic, cap, cost, cuff, cusp, kelp, kept, kid, kiss, kitten*. Have students sort the words by the spelling of /k/. Support them in identifying common spelling rules and exceptions (e.g., *ck* at the end of a word following a short vowel; *c* at the end of a two-syllable word with short *i*; *c* before *a*, *o*, or *u*; *k* before *e* or *i*).



Corrective Feedback and Support

If students confuse similar consonant sounds, such as /g/ and /k/, /h/ and /w/, or /w/ and /y/ ... **Try** providing additional opportunities with visual cues, such as the program Letter Cards, to help students distinguish the sounds. When emphasizing each sound for students, avoid adding a vowel sound to the consonant sound (e.g., /k/ with a short burst of air rather than “k-uh”). After students have practiced the sounds in isolation, have them work together to brainstorm an oral list of words for each sound.



Vocabulary and Morphology Development: Encoding and Storage*

Wondering Word Hunt Encourage students to look for words they don't know or are unsure of and make a habit of stopping to wonder about and learn meanings of and relationships between words. Have students make the following annotations to an assigned text: circle unfamiliar words and write definitions, highlight key words and provide examples and nonexamples, and draw lines to connect related words. After reading, students should share with a partner a word they circled.

Suggested vocabulary: *check, nickel, spellcheck, wheel, when, White House*



Additional Opportunities for Independent Practice

Students should use Reading Assistant for additional independent practice and assessment. Optional: Assign any supplemental decodable readers.

* As needed, use the *Introducing New Words* vocabulary routine. Some suggested words may not be fully decodable but are included to ensure that students are exposed to rich vocabulary orally.

Words are carefully chosen using Marzano's vocabulary framework, shaping our curriculum, decodable passages, and vocabulary selection.

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20 Minutes

LESSON 10B Consonant Digraphs: ck, wh

Refer to the instructional routines indicated in each step to complete the lesson.

1. Sound Round

2 Minutes

Add Initial Sound (Routine 1f)

- ▶ Word List: eck + /d/ = deck; ock + /l/ = lock; ick + /th/ = thick; ack + /w/ = whack; iz + /w/ = whiz

Segment Onset and Rime (Routine 1c)

- ▶ Word List: tick: /t/ ick; peck: /p/ eck; whim: /w/ im; when: /w/ en; sack: /s/ ack

2. Rapid Round

5 Minutes

Skill Review (Routine 2a); Letter Cards 7-1, 8-1, 9-1, 9-2

Skill Introduction (Routine 2a); Letter Cards 10-1, 10-2

A digraph is two letters that work together to spell one sound. Today, we will focus on two digraphs: wh /w/ and ck /k/. The ck spelling is only found at the end of a word or a syllable. Write check on the board. Draw a swoop under ch and ck and underline e. Say the sounds and blend to read. Write whim on the board. Draw a swoop under wh and underline i. The wh spelling is found at the beginning of a word or a syllable and spells /w/. What is another way to spell /w/? (w). Say the sounds and blend to read. Repeat with the words which and rock.

3. Break and Build

3 Minutes

Breaking Multisyllabic Words (Routine 3b)

- ▶ Word List: rock/fish, bed/rock, jack/pot, sham/rock, whip/lash

4. Push a Pencil

4 Minutes

Word Dictation (Routine 4a)

- ▶ Word List: this, backlog, whiz, rucksack, whack

Sentence Dictation (Routine 4b)

- ▶ Sentence: He got backlash for the bad kick.

5. Time for Texts

6 Minutes

Partner Reading (Routine 5a)

- ▶ Workbook p. 39, *Luck of the Duck*

Comprehension: Cause and Effect (Routine 5b)

Have students complete the sentences using information from the passage. Explain how to complete the graphic organizer.

- ▶ Workbook pp. 40–41

Strategies for Multilingual Learners

Students whose home language is Hmong may benefit from additional instruction and practice with letter-sound correspondences for *w* and *wh*. Model the articulation of /w/: lips rounded, vocal cords vibrating. Have students use a mirror to practice producing the sound. Make sentence frames available to provide support in answering *what*, *when*, *where*, and *why* questions (e.g., *I think the character is ___ because ___*).

Reading Comprehension: Cause and Effect

Explain to readers that cause is the reason why something happens, and effect is the result of what happens. Authors use cause-and-effect relationships to develop a story arc or to organize information. Readers can analyze cause and effect to build a deeper understanding of a text.

Workbook *What is the cause? What is the effect?* Use signal words such as *so*, *as a result*, and *because* to discuss events in the passage and why they occur.

Write or Discuss Summarize the information in the passage.

Vocabulary and Morphology Development: Retrieval

Tell a Story Have students work together to tell or write a story using a set of vocabulary words. Students take turns adding a sentence to the story, earning one point for each new sentence and two points for a sentence that includes a vocabulary word. Create friendly competition by challenging student teams to build a story with the most points.

Suggested vocabulary: *check*, *nickel*, *spellcheck*, *wheel*, *when*, *White House*

Curriculum Connection and Extension (Read-Aloud Passage)

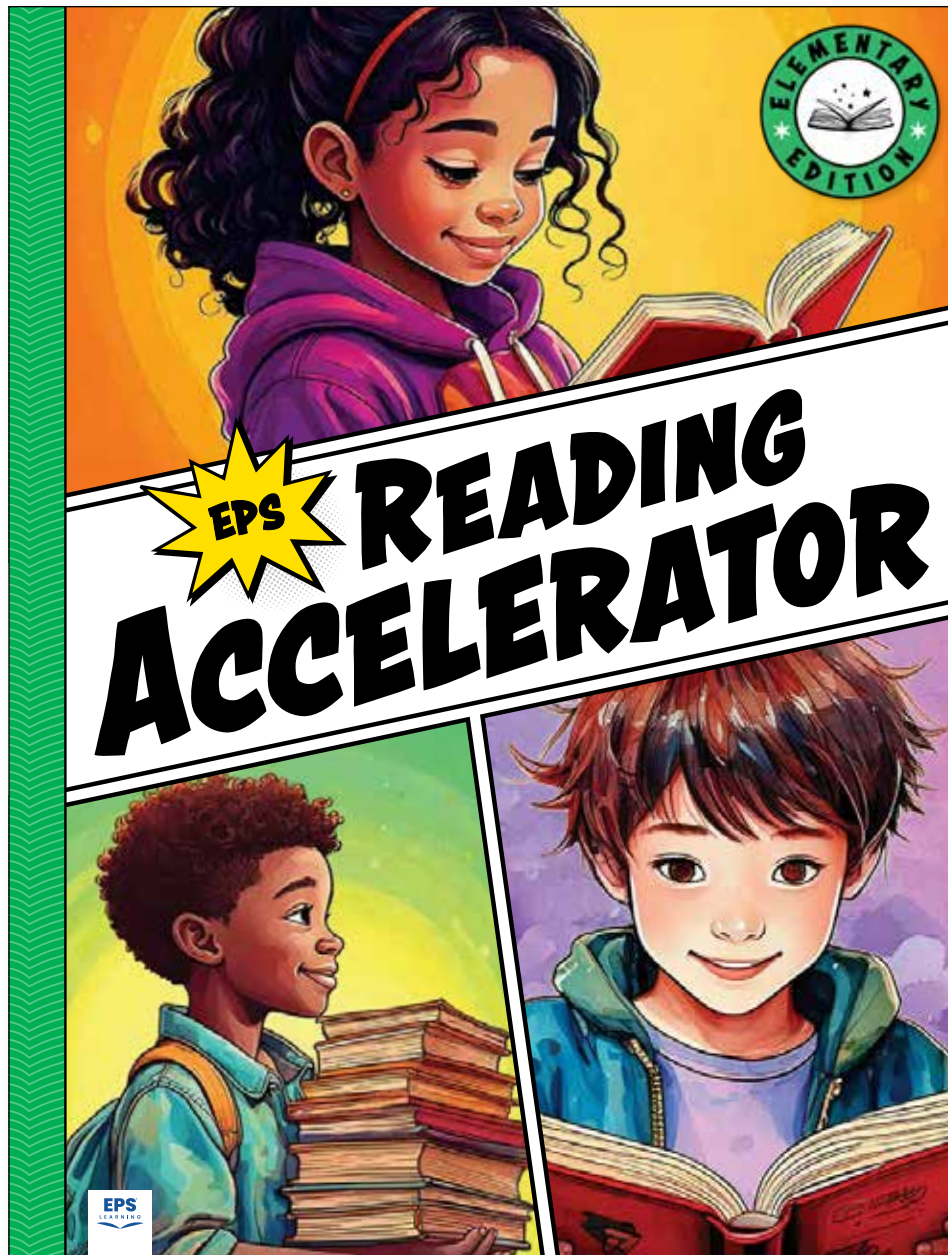
Analyzing Language Our passage called “Luck of the Duck” describes an unlucky guy named Chuck, who lost his lunch to a hungry duck. This is a play on words of the expression “lucky duck.” If you win at a game or have some other great thing happen to you, someone might say, “You’re a lucky duck!” Although the origins of the phrase are not known, it started being used in the early 1900s by English speakers in many countries.

Additional Opportunities for Independent Practice

Students should use Reading Assistant for additional independent practice and assessment. Optional: Assign any supplemental decodable readers.

Post-teaching Reflection

How can I create additional ways for my students to show their knowledge of this concept?



STUDENT WORKBOOK

LESSON 10

SAMPLE PAGES

Step 5: Time for Texts provides students with the opportunity for skill application in connected text, guided fluency practice, and comprehension skill development

LESSON 10

Lesson A Routine:
Reading Words and
Sentences

deck when rock check which whim backpack

Jack said, "I am sick of this mess in my backpack."

It is not a shock that she is such a whiz at math.

| | | | | |
|-------|----------|---------|-------|--------|
| chick | back | luck | whip | when |
| sick | jackpot | whim | what | kick |
| whiz | pack | you | thick | whack |
| rock | all | kickoff | whiz | deck |
| whisk | backlash | they | shack | she |
| whiff | check | pack | tuck | hectic |

Lesson A:
Automaticity Drill



I can read these words in _____ seconds.

My partner can read these words in _____ seconds.

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Luck of the Duck

For his picnic, Chuck will pack in his backpack a big ham sandwich, a dip with some kick, a chip bag, and gum he got for a buck. But he will set it on a log, and a duck will get a whiff! The duck will use its bill to get in the backpack and munch it all!

“Of all the bad luck!” said Chuck, as the duck went off to peck at his lunch and chomp all of it up.

Lesson A Routine:
Choral Reading

Lesson B Routine:
Partner Reading





Complete the sentences using information from the passage.

Chuck will pack a _____ for a picnic.

Chuck will set the _____ on a log.

The duck will get a _____ of lunch.

The duck will _____ the lunch.

Chuck has had _____.

**Lesson B Routine: Sentence
Completion for comprehension**



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Cause and Effect

What is the cause? What is the effect?

Lesson B Routine:
Graphic Organizer
for comprehension

Cause

Chuck will have a
picnic.

Effect

Cause

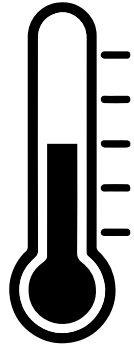
Effect

A duck will smell the
lunch.

Cause

Effect

The duck will get in
the backback.



th

Reading Accelerator

Lesson 9-1

/th/

thermometer

method

hypothesis

myth

theory

theme

thesis

EPS LEARNING

9

she



Lesson 9-2

she

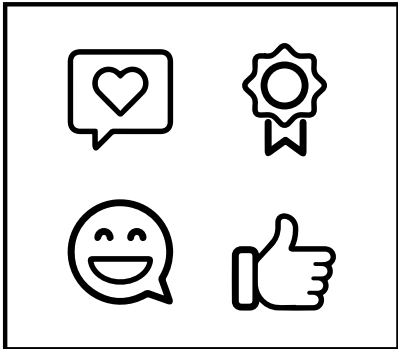
Reading Accelerator

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LETTER & WORD CARDS

Letter Cards feature mnemonic images, key words, and vocabulary to support each skill. Available in print and digitally on EPS Connect for classroom use.



ck

Reading Accelerator

Lesson 10-1

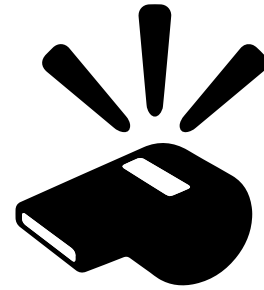
/k/

feedback

| | |
|------------|-------|
| neck | flock |
| nickel | lack |
| spellcheck | mock |

EPS LEARNING

11



wh

Reading Accelerator

Lesson 10-2

/w/

whistle

| | |
|-------------|-----------|
| wheel | whim |
| when | whirlpool |
| White House | whisk |

EPS LEARNING

12

Word Cards highlight heart words, which contain irregular phonics patterns or letter-sound correspondences that have not yet been taught. Students may need to remember those word parts by heart, so they are marked with a heart.

come

Lesson 18-1

come

41 NG

44

CHANGE cards

so...

Lesson 18-2

some

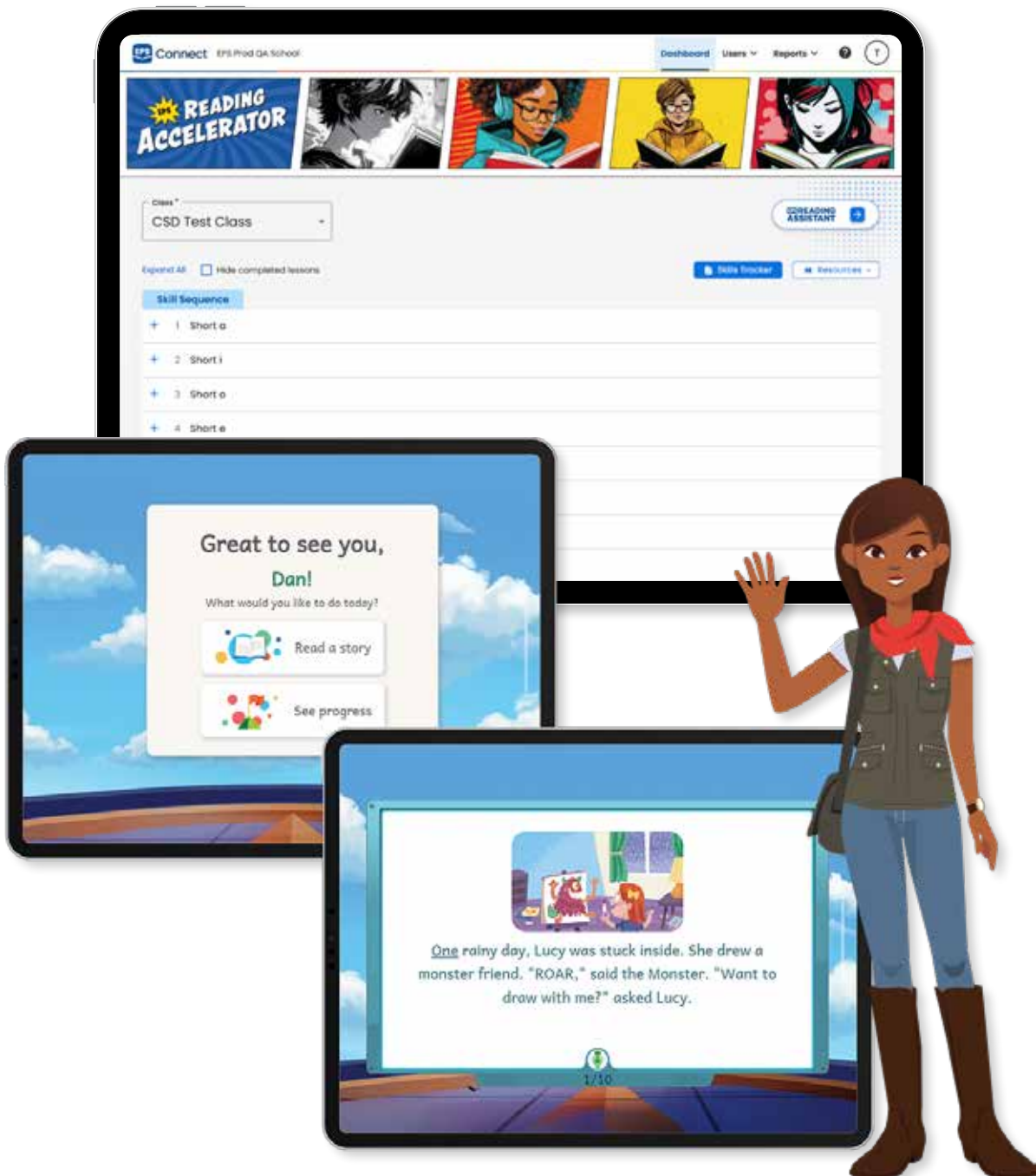
Reading Accelerator

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DIGITAL COMPONENTS

EPS Reading Accelerator includes access to EPS Connect, a teacher resource platform to support direct instruction, and EPS Reading Assistant, a student assessment and practice platform.



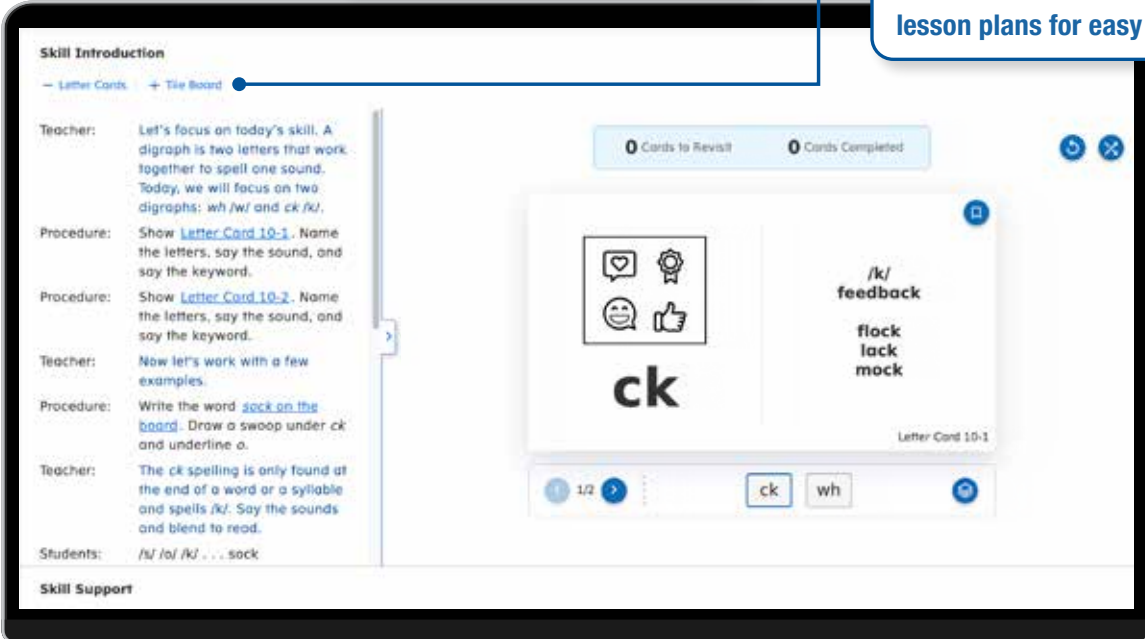
EPS Connect

The EPS Connect resource platform offers teachers a digital complement to *Reading Accelerator*, featuring enhanced lesson scripting, digital manipulatives, and access to both the Teacher's Guide and the Student Workbook.



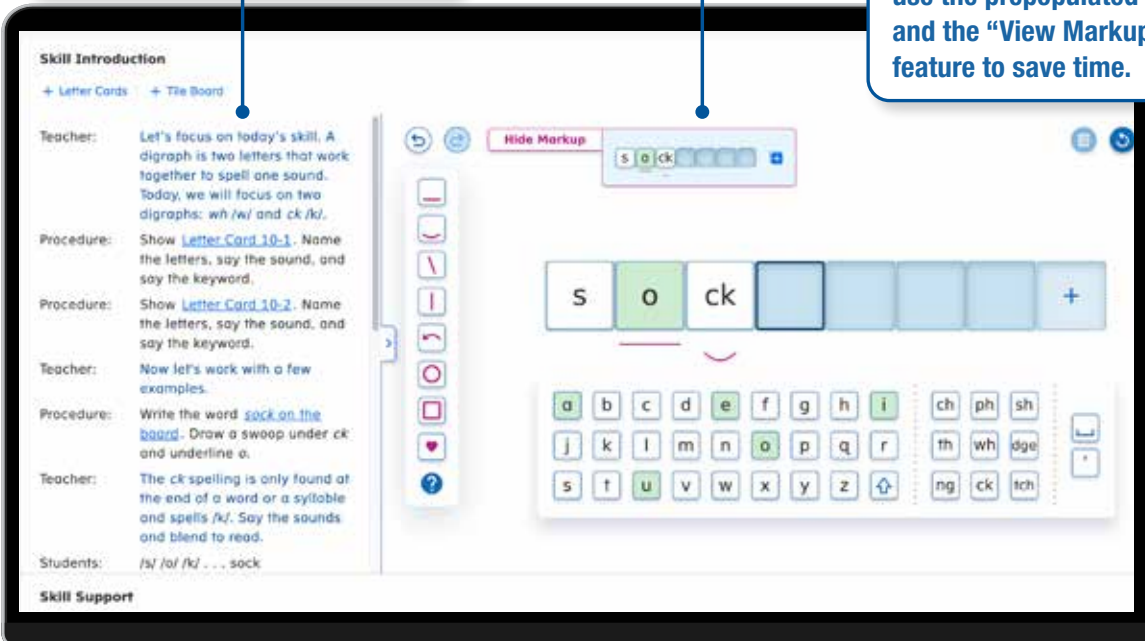
Features enhanced lesson plans with fully scripted guidance for every step of each lesson.

Digital tools that allow projection of letter and word cards and interactive Sound Switch boards are linked in the lesson plans for easy access.



The teacher script, shown in blue, clearly distinguishes which parts are for the teacher to read aloud.

Use the interactive Letter Tile Board to build and mark up words with students or use the prepopulated boards and the "View Markup" feature to save time.

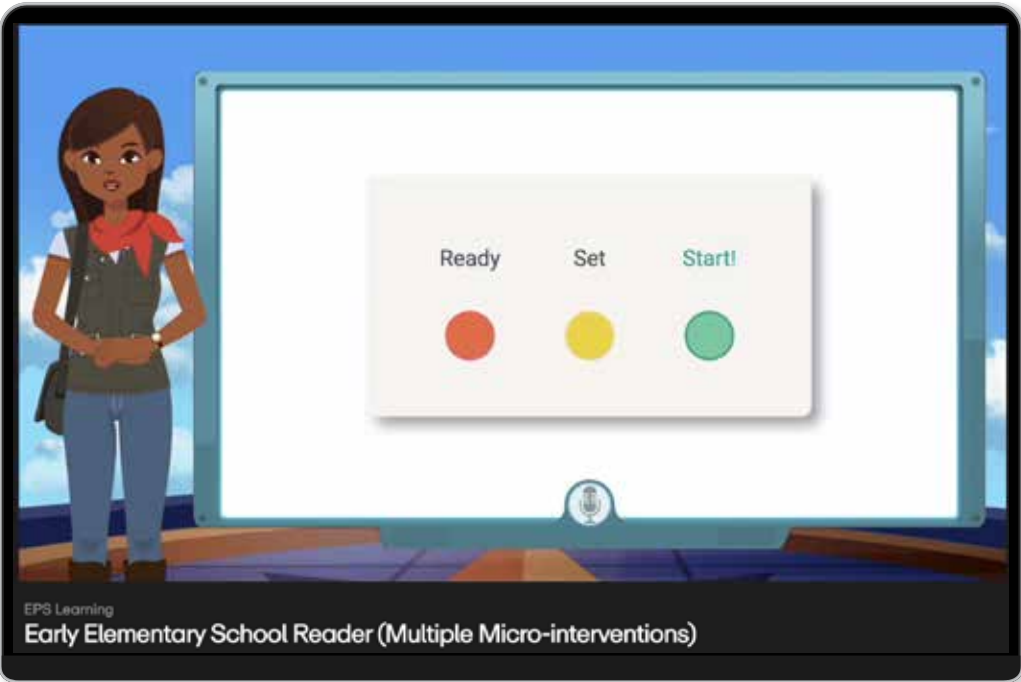


EPS Reading Assistant

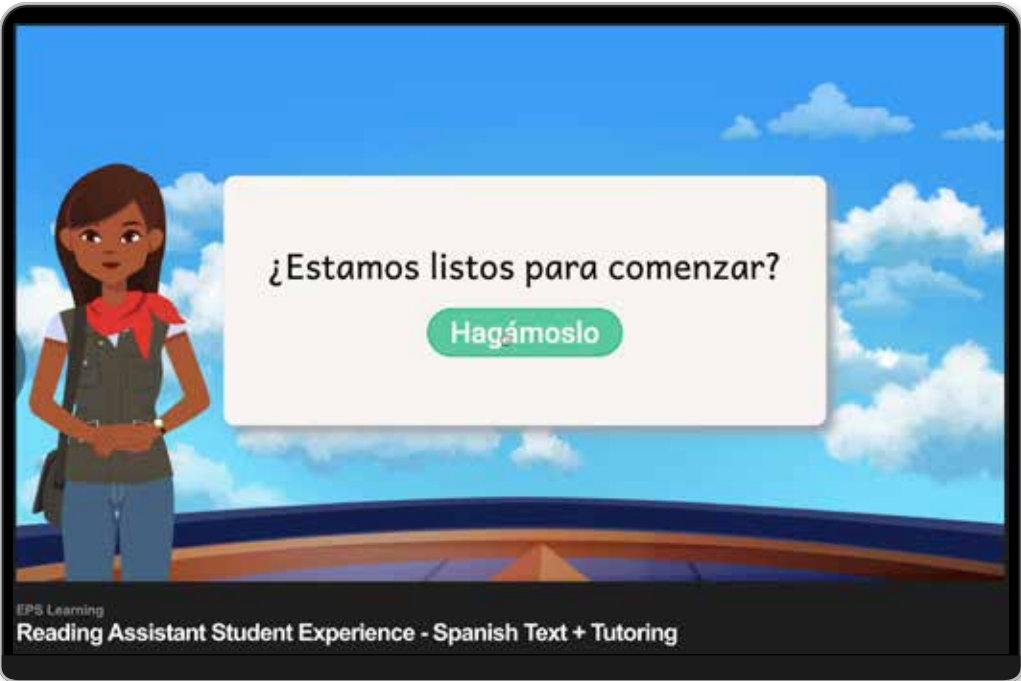
EPS Reading Assistant is an AI-driven tutor that offers adaptive reading practice and real-time feedback using voice recognition. It provides personalized interventions, tracks reading skills, and generates reports. It also serves as a dyslexia screener and progress monitoring tool.



EPS READING ASSISTANT



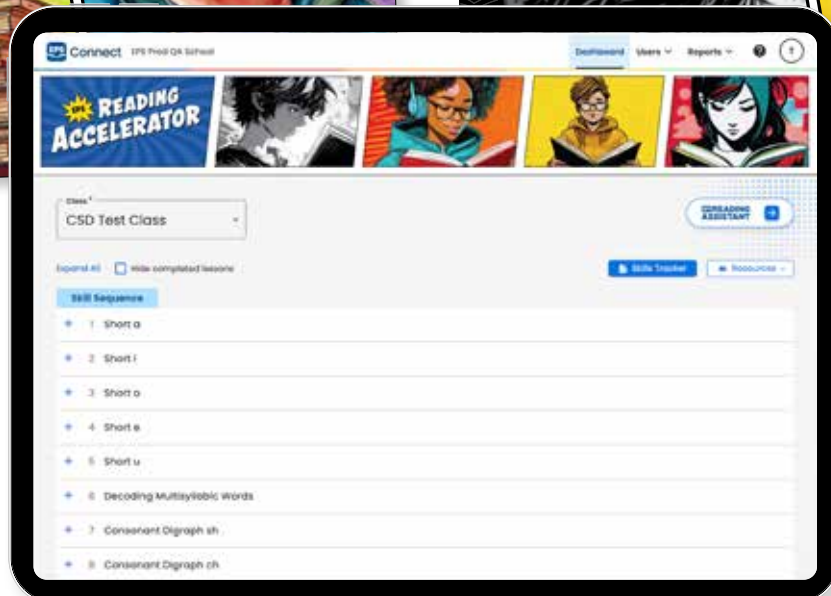
▶ *Student using Reading Assistant*



▶ *[Student using Reading Assistant in Spanish](#)*

EPS **READING ACCELERATOR**

GRADES
3-8



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