

SAMPLER

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



EPS READING ACCELERATOR

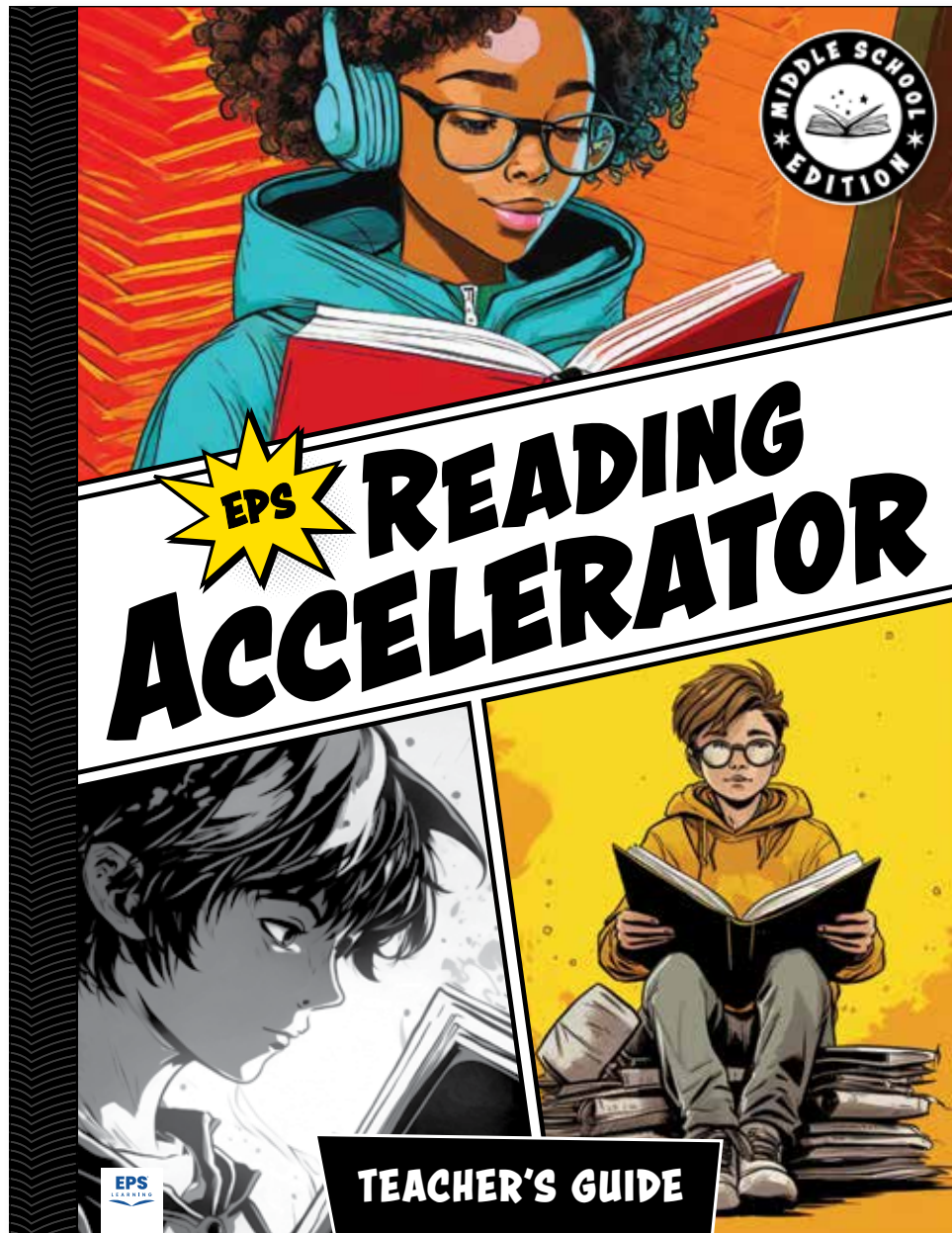
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TEACHER'S GUIDE



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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 older striving readers.

Introduction

EPS Reading Accelerator 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 methods based on the science of reading to explicitly and systematically teach students to read words accurately, automatically, and with expression so they can derive meaning from grade-level material. *Reading Accelerator* is ideal for middle school students. It can also be used for students in high school or grades 3 through 5.

Understanding the Needs of Older Striving Readers

At some point around third grade, 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). Those with stronger skills read more and therefore learn more.

The results of this widening gap are staggering. Children who are proficient readers in third grade and do not live in poverty have a high school graduation rate of 98 percent. In contrast, children who can’t read proficiently by third grade 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. According to the Correctional Education Association (Herrick, 1991) and other statistical data, illiteracy for adult inmates is estimated at 75 percent. Data points such as these underscore the pressing need to improve the foundational reading skills of older students.

What the Research Tells Us about Older Learners

Compared with younger students learning to read for the first time, striving readers in later grades have larger vocabularies, more robust background knowledge, higher levels of executive function, and a greater ability to work independently. Their needs and challenges, however, can be profound, including low motivation due to repeated failures and greater gaps in learning compared with their peers (Pedrazzi, 2023).

The strengths and needs of older 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 Older Learners

Outside of the special education environment or intensive intervention classes, foundational literacy is generally not taught as part of the curriculum beyond third grade. As a result, educators working in intermediate, middle school, and high school classrooms are not likely to have received training in teaching foundational literacy (Pedrazzi, 2023). This lack of exposure can lead to misunderstandings about students’ learning needs. They 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).

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Introduction

Reading Accelerator and the Structured Literacy Approach

Reading Accelerator 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 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 older learners. 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 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* 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* 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 spiral review of words containing previously learned phonics 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 their ability to derive meaning from text. Older 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* 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 connections included with every lesson plan allow ELA teachers and other educators to reinforce explicit literacy instruction with grade-level science and social studies content (*National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*, 2010;

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

Next Generation Science Standards: For States, By States, 2013). 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 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). Understanding how words are used and the form they take when used in that way leads to sentence comprehension. Students who understand morphology can read with greater understanding and write with greater clarity.

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* 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.

Comprehension

Making meaning from text is the goal of foundational literacy instruction. *Reading Accelerator* is intentional in moving students through the “eternal triangle” (Seidenberg, 2017) of orthography (spelling), phonology (sounds), and semantics (meaning). The program includes systematic, explicit instruction in phonemic awareness and phonics, fluency practice at the word level, and dictation of words and sentences. 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. Students continue improving fluency through oral reading with Reading Assistant.

Each *Reading Accelerator* lesson also includes one of eleven graphic organizers that support key reading comprehension skills: cause and effect; claims, reasons, and evidence; compare and contrast; figurative language; homophones; main idea and details; making inferences; multiple-meaning words; persuasive techniques; sequence; and story elements and theme. These graphic organizers can be used as catalysts for more extensive, grade-appropriate writing activities.

• Culturally Responsive Teaching

Reading Accelerator 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). 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* empowers educators to uphold the following warm demander values, as described by the staff of the June Jordan School of Equity (Brooks, 2024).

- **Believe in the Impossible.** Warm demanders must believe strategies exist to support all students with mastering a skill. The differentiation, scaffolding, review, and

Introduction

intensification of skills incorporated into *Reading Accelerator* make instruction clear and accessible for all striving readers, even those who are farthest behind.

- **Build Trust.** Warm demanders must build trust with students by learning who they are. *Reading Accelerator* incorporates multiple opportunities for students to share their levels of understanding and connections to the content so teachers can meet their learning needs as accurately as possible.
- **Teach Self-Discipline.** Warm demanders teach students self-efficacy and set high standards for their students. *Reading Accelerator* provides a consistent lesson format and teaching practices that require active student participation. 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* 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 Older Striving Readers

Step One: Believe

The first step in reaching students in upper grades who are not yet reading proficiently is to believe they can learn. The speed at which older 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* 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*, 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's research-based scope and sequence outlines the essential knowledge and skills that are taught in the program. Building from simple letter-sound correspondences to complex phonic patterns, the skill sequence is designed to focus on the most 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 skills (Shanahan, 2014). *Reading Accelerator'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 (one for each focus skill)
- 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
- 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 also includes access to EPS Reading Assistant (assessment and practice platform) and EPS Connect (teacher resource platform). These digital program components provide tools to personalize and enhance your students' learning while collecting ongoing data about their progress.

EPS Reading Assistant, an AI-driven reading tutor, provides your students with adaptive reading practice and intervention based on the science of reading. Using voice recognition technology, Reading Assistant assesses and delivers real-time personalized feedback and micro-interventions. The educator and administrator dashboard pinpoints specific reading skill strengths and deficits in a simple interface with on-demand report generation. Additionally, Reading Assistant serves as a universal dyslexia screener, an initial baseline assessment, and an ongoing progress monitoring tool.

EPS Connect for *Reading Accelerator* provides a digital complement to the program's print materials to enrich the teaching and learning experience. You can access both the Teacher's Guide and Student Workbook on the digital platform to aid in planning and

Introduction

instruction. Enhanced lesson scripting provides an easy on-ramp for you to follow a *Reading Accelerator* lesson plan and enables your students' entire support team to implement the program with fidelity. Digital reading manipulatives, including interactive word cards, letter tiles, and sound circles, are also available in EPS Connect.

Assess Instructional Needs and Monitor Progress

The first time your students use Reading Assistant (included with the program), they will complete a 15-minute baseline assessment that provides data on their skill proficiency. This easy-to-use assessment can be completed independently by students. The diagnostic data can also be used to establish small groups based on your students' instructional needs, if you choose this implementation model over using *Reading Accelerator* as a whole-class solution. In either implementation scenario, as students continue to use 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* 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* 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* instructional routines (pages xv–xxv). These routines are structured, teacher-led activities designed to explicitly introduce and reinforce each lesson's target skill. From manipulating sounds to dividing syllables to analyzing high-frequency words for regular and irregular phonic patterns, 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 differentiated instruction, support for multilingual learners, vocabulary building activities, curriculum connections and extensions, and independent practice assignments that your students can complete during or after class. Immediate, corrective feedback addresses common student misconceptions and errors. In addition, 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. It includes the following:

- 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 and strategy-specific graphic organizers.

These workbook activities provide your students with tangible evidence of progress, fostering ownership and agency of their own learning while building confidence.

Celebrate Progress

Striving older readers 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	Narrative	abstract, access, accurate, adjective, aspect, atom	Matter and Its Interactions (science)
2	Short <i>i</i>	I, the	Rhyme Recognition, Rhyme Production	Cause and Effect	Narrative	illustrate, impact, income, indicate, invest, issue	Production, Distribution, and Consumption (social studies)
3	Short <i>o</i>	do, go, he, what	Rhyme Recognition, Isolate Initial Sound	Main Idea and Details	Informational	obtain, occupy, odd, opposite, option, oxygen	Global Connections (social studies)
4	Short <i>e</i>	have, see, was, we	Rhyme Production, Isolate Medial Sound	Making Inferences	Narrative	edit, ethical evidence, exceed, exclude, expand	Civic Ideals and Practices (social studies)
5	Short <i>u</i>	for, my, out	Rhyme Recognition, Blend Onset and Rime	Sequence	Narrative	undergo, underground, underlie, unequal, uproot, utter	Earth's Systems (science)
6	Decoding Multisyllabic Words		Blend Syllables, Segment Syllables	Compare and Contrast	Narrative	consent, context, dissent, impact, onset, submit	Power, Authority, and Governance (social studies)
7	Consonant Digraph <i>sh</i>		Blend Sounds, Blend Words	Multiple-Meaning Words	Narrative	admonish, diminish, establish, lavish, publish, shift	Culture (social studies)
8	Consonant Digraph <i>ch</i>	want	Blend Sounds, Segment Sounds	Cause and Effect	Narrative	attach, challenge, champion, channel, charter, entrench	Individual Development and Identity (social studies)
9	Consonant Digraph <i>th</i>	all, she, they, you	Add Initial Sound, Segment Onset and Rime	Figurative Language	Narrative	hypothesis, method, theory, therefore, thermal, weather	Earth and Human Activity (science)
10	Consonant Digraphs: <i>ck, wh</i>	of, said, use	Add Initial Sound, Segment Onset and Rime	Cause and Effect	Informational	feedback, flock, lack, livestock, mock, whim	Ecosystems: Interactions, Energy, and Dynamics (science)
11	<i>qu</i>	are, like, to	Add Initial Sound, Segment Onset and Rime	Sequence	Narrative	acquire, adequate, frequent, quench, require, sequence	Heredity: Inheritance and Variation of Traits (science)
12	Schwa	smile, warm	Segment and Count Syllables, Segment Syllables	Story Elements and Theme	Narrative	absolute, erupt, integral, observe, relative, universe	Earth's Place in the Universe (science)
13	Consonant Blends with <i>s</i>	how, one, where	Blend Sounds, Isolate Final Sound	Main Idea and Details	Informational	aspect, inspect, perspective, respect, spectrum, suspect	Time, Continuity, and Change (social studies)
14	Consonant Blends with <i>/</i> and <i>r</i>	here, their, water, would	Blend Sounds, Isolate Final Sound	Compare and Contrast	Poetry	constrict, conflict, drastic, gratify, strategy, trepidation	Individuals, Groups, and Institutions (social studies)
15	Plurals and Inflection -s	both	Blend Sounds, Add Final Sound	Multiple-Meaning Words	Informational	bonds, constants, liquids, models, reactions, systems	Matter and Its Interactions (science)
16	Open Syllables	catch, make, there, who	Blend Syllables, Add Final Sound	Main Idea and Details	Informational	basis, data, emit, focus, unit, vital	Energy (science)
17	<i>ng, nk</i>	down, put, sound, were	Isolate Initial Sound, Add Initial Sound	Compare and Contrast	Informational	fungus, link, offspring, plankton, predicting, resulting	From Molecules to Organisms: Structures and Processes (science)
18	Split Vowel Teams (CVCe): <i>a_e, i_e</i>	come, some	Segment Sounds, Isolate Medial Sound	Main Idea and Details	Informational	decline, locate, membrane, migrate, mutate, require	Biological Evolution: Unity and Diversity (science)
19	Split Vowel Teams (CVCe): <i>o_e, u_e</i>	good, live, why, your	Segment Sounds, Isolate Medial Sound	Making Inferences	Informational	convene, erode, hone, impose, provoke, rebuke	Individuals, Groups, and Institutions (social studies)

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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	Sequence	Narrative	compost, findings, hind, host, threshold, uphold	Ecosystems: Interactions, Energy, and Dynamics (science)
21	R-controlled or	by, very	Blend Onset and Rime, Segment Onset and Rime	Cause and Effect	Narrative	arbitrate, embargo, margin, monarchy, parliament, participate	Power, Authority, and Governance (social studies)
22	R-controlled or	does, look, show, two	Blend Sounds, Segment Onset and Rime	Compare and Contrast	Narrative	conform, distort, export, forlorn, import, transport	People, Places, and Environments (social studies)
23	R-controlled er, ir, ur	around, place, though	Blend Sounds, Segment Onset and Rime	Making Inferences	Narrative	confirm, deter, infer, persist, surpass, tamper	Science, Technology, and Society (social studies)
24	Long a: ai, ay	give	Segment Sounds, Add Initial Sound	Figurative Language	Poetry	constrain, disdain, maintain, retain, sustain, terrain	Earth and Human Activity (science)
25	Long a: ea, ei, eigh, ey	listen, often	Segment Sounds, Add Initial Sound	Homophones	Informational	convey, freight, prey, sleigh, survey, vein	Production, Distribution, and Consumption (social studies)
26	aI, all	sure, usually	Segment Onset and Rime, Substitute Initial Sound	Cause and Effect	Informational	bulk, alter, falter, install, quailm, recall	Individual Development and Identity (social studies)
27	Inflections: -es, -ing (Double Final Consonant Spelling)		Segment Syllables, Add Last Syllable	Story Elements and Theme	Narrative	detaches, diminishes, perishes, processes, spanning, transmitting	From Molecules to Organisms: Structures and Processes (science)
28	Inflection -ed (Double Final Consonant Spelling)	been	Segment Syllables, Add Last Syllable	Multiple-Meaning Words	Narrative	attracted, exerted, interacted, propelled, reflected, resisted	Motion and Stability: Forces and Interactions (science)
29	Long e: ea, ee, ey	could	Isolate Medial Sound, Segment Words	Sequence	Narrative	appeal, beacon, bleak, decree, feasible, pioneer	Power, Authority, and Governance (social studies)
30	Long o: oa, ow	know, only	Segment Sounds, Isolate Medial Sound	Compare and Contrast	Narrative	encroach, furrow, goad, harrowing, reproach, sorrow	Culture (social studies)
31	Contractions with Will and Not		Blend Sounds, Segment Sounds	Persuasive Techniques	Persuasive	couldn't, let's, ne'er, o'er, 'tis, where's	Author's Purpose and Craft
32	Long i: igh, ight	change	Segment Words, Substitute First Syllable	Making Inferences	Narrative	blight, enlighten, forthright, oversight, plight, righteous	People, Places, and Environments (social studies)
33	Soft c and g	because, every, father, should	Isolate Final Sound; Substitute Final Sound	Main Idea and Details	Informational	entice, ideology, implicit, legislate, regime, successor	Individuals, Groups, and Institutions (social studies)
34	Trigraphs: dge, tch	pull, push	Isolate Final Sound, Substitute Final Sound	Main Idea and Details	Informational	bridge, catch, match, pitch, stretch, wedge	Engineering Design (science)
35	Long u: ew, ue, ui	food	Isolate Initial Sound, Substitute Initial Sound	Cause and Effect	Informational	accrue, fruitful, grueling, pursue, revenue, skewed	Time, Continuity, and Change (social studies)
36	Singular Possessives	busy, eye	Add Final Sound, Delete Final Sound	Story Elements and Theme	Narrative	Beth Brown's, Marie Curie's, Stephen Hawking's, Heinrich Hertz's, Shirley Jackson's, Jonas Salk's	Waves and Their Applications in Technologies for Information Transfer (science)
37	au, aw, ought, ough	again	Isolate Initial Sound, Substitute Initial Sound	Homophones	Informational	augment, authority, fraught, inaugurate, plausible, withdraw	Civic Ideals and Practices (social studies)

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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
38	Long and Short oo	about, learn, picture	Substitute Initial Sound, Substitute Final Sound	Main Idea and Details	Informational	loof, footing, livelihood, loophole, reproof, tycoon	Global Connections (social studies)
39	y: Long e, Long i	people, says	Delete Last Syllable, Segment and Count Syllables	Sequence	Informational	heredity, imply, levy, modify, probability, vary	Heredity: Inheritance and Variation of Traits (science)
40	Diphthongs: oi, oy		Segment Sounds, Substitute Initial Sound	Cause and Effect	Informational	appoint, boycott, deploy, employ, exploit, jointly	Power, Authority, and Governance (social studies)
41	Diphthongs: ou, ow	any, instead	Substitute Initial Sound, Delete Initial Sound	Compare and Contrast	Informational	avow, boundary, council, counsel, denounce, however	Global Connections (social studies)
42	ou		Isolate Medial Sound, Substitute Medial Sound	Persuasive Techniques	Persuasive	acoustic, although, breakthrough, recoup, routine, touching	Science, Technology, and Society (social studies)
43	Consonant-le	many	Segment and Count Syllables, Substitute First Syllable	Story Elements and Theme	Narrative	dismantle, grapple, inevitable, obstacle, principle, stifle	Individuals, Groups, and Institutions (social studies)
44	Suffixes: -ful, -less	answer, Earth, together, world	Blend Syllables, Segment Syllables	Main Idea and Details	Informational	ceaseless, insightful, mindful, reckless, rightful, ruthless	Individual Development and Identity (social studies)
45	Suffixes: -y, -ly	word, write	Blend Syllables, Segment Syllables	Main Idea and Details	Informational	consequently, gradually, hypothetically, murky, pithy, ultimately	Time, Continuity, and Change (social studies)
46	Suffixes: -er, -est	carry	Blend Syllables, Add Last Syllable	Figurative Language	Narrative	consumer, decomposer, denser, hardest, producer, scarcest	Ecosystems: Interactions, Energy, and Dynamics (science)
47	Multisyllabic Words		Blend Syllables, Segment Syllables	Cause and Effect	Informational	distribute, fundamental, industry, inventory, regulatory, systematic	Production, Distribution, and Consumption (social studies)
48	Prefixes: re-, un-		Add First Syllable, Delete First Syllable	Sequence	Informational	reconstruct, represent, reproduce, unprecedented, unravel, unresolved	Biological Evolution: Unity and Diversity (science)
49	Prefixes: dis-, mis-, pre-	school	Add First Syllable, Substitute First Syllable	Main Idea and Details	Informational	disparate, distort, miscommunicate, misinformation, preserve, prevail	Earth and Human Activity (science)
50	Inflections: -ed, -es, -ing (All Spelling Changes)		Segment Syllables, Substitute Last Syllable	Compare and Contrast	Informational	clarified, eroding, implied, levies, policies, unifying	People, Places, and Environments (social studies)
51	Irregular Plurals		Isolate Final Sound, Substitute Final Sound	Compare and Contrast	Narrative	axis/axes, nucleus/nuclei, species/species, spectrum/spectra, stimulus/stimuli, vertex/vertices	Engineering Design (science)
52	Plural Possessives		Add Last Syllable, Substitute Last Syllable	Claims, Reasons, and Evidence	Argument	fungi's, particles', regions', solutions', systems', variables'	Energy (science)
53	Consonant Digraph ph		Segment Sounds, Isolate Initial Sound	Cause and Effect	Informational	amphibian, atmosphere, paraphrase, phenomenon, philanthropy, photosynthesis	From Molecules to Organisms: Structures and Processes (science)
54	Silent Consonants: gn, kn, mb, wr		Segment Sounds, Substitute Initial Sound	Main Idea and Details	Informational	benign, campaign, knoll, sovereign, succumb, wrath	Civic Ideals and Practices (social studies)

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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.

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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 *augh*).
- ✓ 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 them write the word while saying each sound.

 Indicates student response.

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.

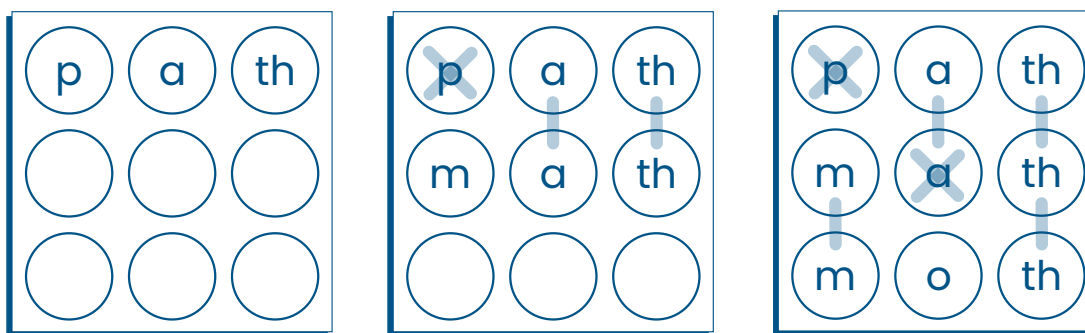
Then, have students say each sound and blend to read the word.

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.

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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 to 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 18A Split Vowel Teams (CVCe): *a_e, i_e*

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

1. Sound Round

2 minutes

Segment Sounds (Routine 1c)

- ▶ Word List: Jane: /j/ /ā/ /n/; whine: /w/ /ī/ /n/; plane: /p/ /l/ /ā/ /n/; lake: /l/ /ā/ /k/; dime: /d/ /ī/ /m/

Isolate Medial Sound (Routine 1d)

- ▶ Word List: ripe: /i/; rip: /i/; pan: /a/; pane: /ā/; slide: /i/

2. Rapid Round

5 minutes

Skill Review (Routine 2a); Letter Card 15-1, 16-1, 17-1, 17-2

Skill Introduction (Routine 2a); Letter Cards 18-1, 18-2

Today, we will learn about the silent e split vowel teams for long vowel sounds /ā/ and /ī/. When a vowel is followed by a single consonant and a silent e, the vowel spells its long sound. The team is split by a consonant. Write Sam on the board and underline a. Say the sounds and blend to read. What is the vowel sound? (/a/) The vowel sound is short. Now I will add e to the end of the word to make a split vowel team. Write e at the end of Sam. The vowel team is a_e (a consonant e), and it is split by m. Now the vowel sound is long, /ā/. Cross out the silent e and draw an arrow from e, over m, back to a. Read the new word. Repeat with the words man (mane) and rip (ripe).

Syllable Type: *When we are dividing unknown words into syllables to read them and we see the vowel-consonant-e spelling pattern in a syllable, we know the vowel is long.*

Heart Words (Routine 2b); Word Cards 18-1, 18-2

- ▶ Word List: come, some

3. Break and Build

3 minutes

Sound Switch (Routine 3.a)

Draw three circles (t-i-m e). Write the long vowel in the second circle, and write the silent e after the last circle.

- ▶ Word List: time → tame → fame

4. Push a Pencil

4 minutes

Word Dictation (Routine 4a)

- ▶ Word List: pin, pine, grapevine, kite, nape

Sentence Dictation (Routine 4b)

- ▶ Sentence: Jake gave his sidekick a prize.

5. Time for Texts

6 minutes

Reading Words and Sentences (Routine 5a)

- ▶ Workbook p. 70

Choral Reading (Routine 5a)

- ▶ Workbook p. 71, *Black and White Stripes*

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

LESSON 18A

? 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

Dictate a word with a short vowel sound (e.g., *bit*, *cap*, *plan*, *shin*). Students write the word, add a silent e, and read aloud the new word. Challenge students by including some words with short vowel sounds that do not result in real words when students add a silent e (e.g., *flat*, *grab*, *lid*, *ship*). Encourage students to read aloud the new “words” according to the phonics pattern. Alternatively, dictate words with the *a_e* or *i_e* phonics pattern. Students remove the silent e and read aloud the new word.

Corrective Feedback and Support

If students have difficulty distinguishing between short and long vowel sounds . . . **Try** reminding students that a long vowel says its name. Dictate word pairs that differ only by the long or short vowel sound, such as *cap/cape*, *din/dine*, *fin/fine*, *gap/gape*, *rat/rate*, and *spin/spine*. Have students snap their fingers when they hear /ā/ or /ī/.

Vocabulary and Morphology Development: Encoding and Storage*

Parts of Speech Create a chart with three columns labeled *Noun*, *Verb*, and *Adjective*. Review the parts of speech and have students determine where to write each vocabulary word. Prompt students to generate other forms of the word: *How can we make the verb locate a noun? (location) An adjective? (local)* Students may be able to write some words in two columns without changing the form, while other words may not have additional forms. Display the chart or have students create the chart in their journals for frequent access to add new vocabulary.

Suggested vocabulary: *decline*, *locate*, *membrane*, *migrate*, *mutate*, *require*

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.

Vocabulary words were chosen based on topics within the Next Generation Science Standards and the National Curriculum Standards for Social Studies.



20 Minutes

LESSON 18B Split Vowel Teams (CVCe): *a_e, i_e*

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

1. Sound Round

2 minutes

Segment Sounds (Routine 1c)

- ▶ Word List: hike: /h/ /i/ /k/; cape: /k/ /ā/ /p/; spine: /s/ /p/ /i/ /n/; flame: /f/ /l/ /ā/ /m/; like: /l/ /i/ /k/

Isolate Medial Sound (Routine 1d)

- ▶ Word List: side: /i/; Sid: /i/; time: /i/; Tim: /i/; same: /ā/

2. Rapid Round

5 minutes

Skill Review (Routine 2a); Letter Card 15-1, 16-1, 17-1, 17-2

Skill Introduction (Routine 2a); Letter Cards 18-1, 18-2

Today, we will review the silent e split vowel teams for long vowel sounds /ā/ and /ī/. When a vowel is followed by a single consonant and a silent e, the vowel spells its long sound. The team is split by a consonant. Write Min on the board and underline i. Say the sounds and blend to read. What is the vowel sound? (/i/) The vowel sound is short. Now I will add e to the end of the word to make a split vowel team. Write e at the end of Min. The vowel team is i_e (i consonant e), and it is split by n. Now the vowel sound is long, /ī/. Cross out the silent e and draw an arrow from e, over n, back to i. Read the new word. Repeat with the words cap (cape) and fin (fine).

Syllable Type: *When we are dividing unknown words into syllables to read them and we see the vowel-consonant-e spelling pattern in a syllable, we know the vowel is long.*

3. Break and Build

3 minutes

Breaking Multisyllabic Words (Routine 3b)

- ▶ Word List: rep/tile, es/tate, in/hale, in/side, class/mate

4. Push a Pencil

4 minutes

Word Dictation (Routine 4a)

- ▶ Word List: ringside, upgrade, sidetrack, frame, spine

Sentence Dictation (Routine 4b)

- ▶ Sentence: Clive made pancakes for lunch.

5. Time for Texts

6 minutes

Partner Reading (Routine 5a)

- ▶ Workbook p. 71, *Black and White Stripes*

Comprehension Skill: Main Idea and Details (Routine 5b)

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

- ▶ Workbook pp. 72–73

Strategies for Multilingual Learners

English has a more complex system of vowel sounds than many other languages. Provide additional practice opportunities with word pairs that draw attention to the change in vowel sound with the addition of silent e, such as *mad/made* and *pin/pine*.

When possible, reinforce vocabulary in students' home language(s). Spanish cognates include *airada/o* (irate), *localizar* (to locate), *migrar* (to migrate), and *requerir* (to require).

Reading Comprehension: Main Idea and Details

Explain to students that the main idea of a text is what the author wants readers to know about a topic. Key details are important pieces of information that support the main idea. Readers can locate key details and determine how they connect to identify the main idea and build a deeper understanding of a text.

Workbook *What is the main idea? What are the supporting details?* Point out the numbered list in the passage as an example of a text feature that authors use to organize ideas.

Write or Discuss What does the word *brush* mean, based on other words in the sentence?

Vocabulary and Morphology Development: Retrieval

The Interview Have students create a set of vocabulary cards. Student pairs take turns interviewing each other by selecting a card and asking a subjective question that uses the word (e.g., *Would you rather discover a virus that could mutate a person into a superhero or one that could mutate into a cure for the common cold?*). Interviewees should answer the question with a complete sentence that uses the word again.

Suggested vocabulary: *decline, locate, membrane, migrate, mutate, require*

Curriculum Connection and Extension

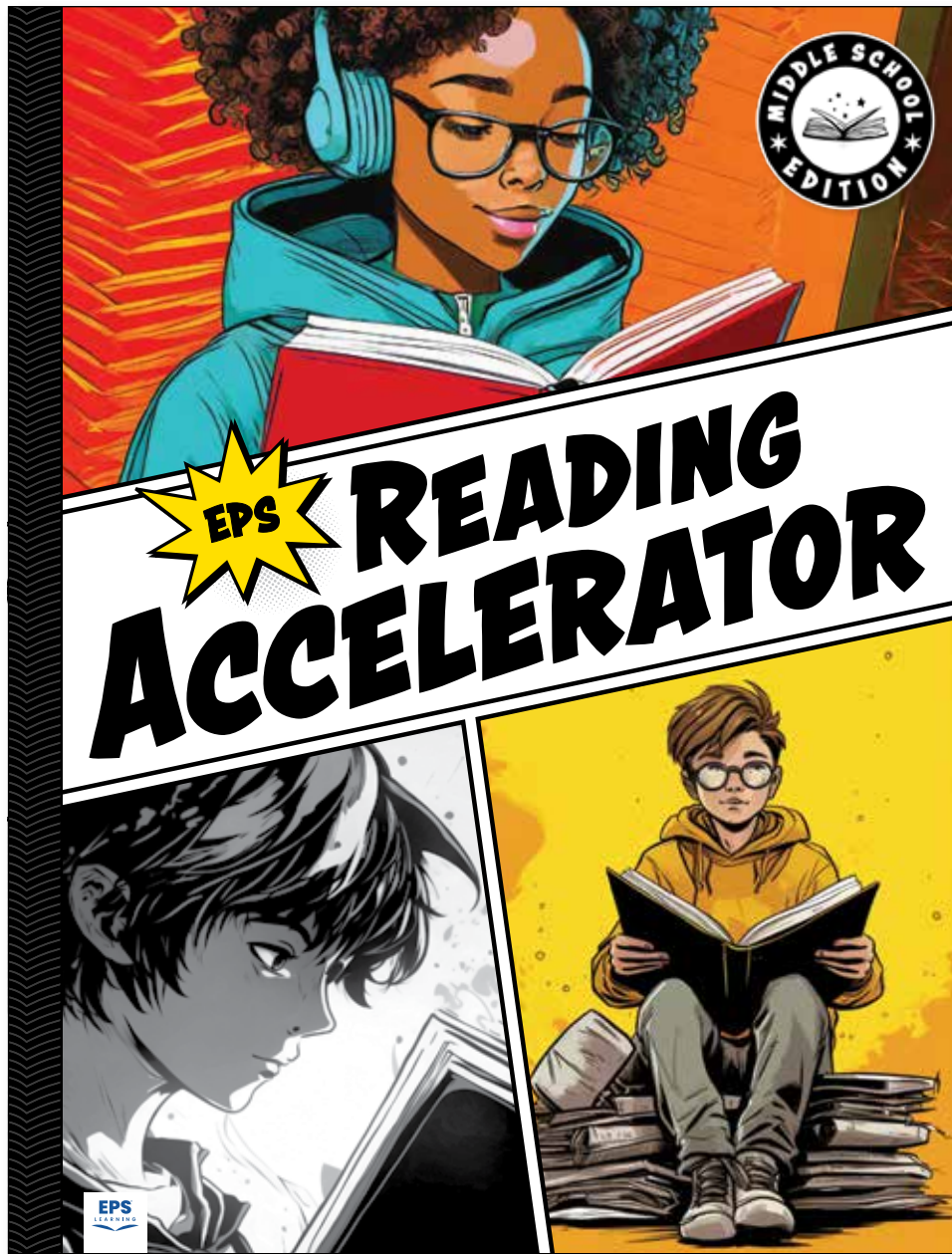
Several of the vocabulary words in this lesson relate to science content, specifically topics within the *Biological Evolution: Unity and Diversity* disciplinary core idea. Engage students in discussions about natural selection and adaptations in a species over time. Model use of the terms *decline, migrate, mutate, and require*. Draw attention to the morphological structure of the words and point out related word forms (e.g., *migration, mutation, requirement*).

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

Did I create opportunities for my students to work together in learning this concept? How can I foster collaboration in future opportunities to teach this concept?



STUDENT WORKBOOK

LESSON 18

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 18

Lesson A Routine:
Reading Words and
Sentences

slide snake reptile inside plate sunrise chase

Some whales can locate objects with sound.

Kate was brave to come inside the reptile cave.

grape	invite	shame	plate	slime
were	shave	dislike	glide	skate
provide	game	down	locate	trade
white	long	flame	crime	rotate
mile	upgrade	put	sunshine	wave
scrape	grime	catch	skunk	polite

Lesson A:
Automaticity Drill



I can read these words in _____ seconds.

My partner can read these words in _____ seconds.

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Black and White Stripes

There are some basic facts about skunks that we all can list:

1. They are black and white.
2. They have stripes.
3. They stink!

But skunks are not just things that smell bad. From end to end, they are the size of a backpack. They make their dens in logs, caves, and brush piles. Skunks like to dine on eggs, grapes, insects, frogs, and rodents.

While skunks will not attack unless they are irate, it is still wise to back off if you come upon one.

Lesson A Routine:
Choral Reading

Lesson B Routine:
Partner Reading



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Complete the sentences using information from the passage.

Skunks have black and white stripes.

Skunks are as long as a backpack.

A skunk can hide in a brush pile.

It is not wise to wake a skunk.

To be irate is to be mad and upset.



Do not duplicate. ©EPS Operations, LLC



Main Idea and Details

What is the main idea? What are the supporting details?

Lesson B Routine:
Graphic Organizer
for comprehension

Main Idea

There are many interesting facts
about skunks.

Detail

Skunks have
black and
white stripes
and are the
size of a
backpack.

Detail

Skunks live in
dens and eat
fruit, insects,
and frogs.

Detail

Skunks will
only attack
when they are
angry.



th

Reading Accelerator

Lesson 9-1

/th/

thermometer

method

hypothesis

myth

theory

theme

thesis

EPS LEARNING

9

she



Lesson 9-2

she

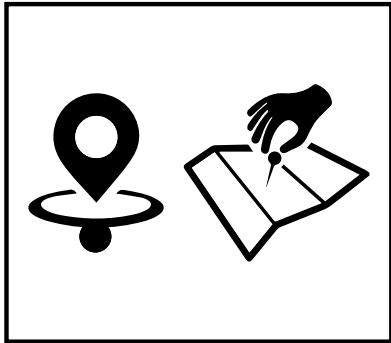
Reading Accelerator

EPS LEARNING

17

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.



a_e

Reading Accelerator

Lesson 18-1

/ā/

locate

decade

irate

plane

migrate

state

mutate

EPS LEARNING

23



i_e

Reading Accelerator

Lesson 18-2

/ī/

spine

divide

canine

incline

decline

reptile

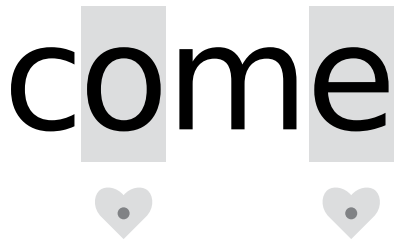
subside

EPS LEARNING

24

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

The word 'come' is displayed in a large, black, sans-serif font. Below the letter 'o' and the letter 'e', there are small, light gray heart icons. A blue line connects the top of the 'o' heart to the text box above.

Lesson 18-1

come

Reading Accelerator

EPS LEARNING

44

some

The word 'some' is displayed in a large, black, sans-serif font. Below the letter 'o' and the letter 'e', there are small, light gray heart icons.

Lesson 18-2

some

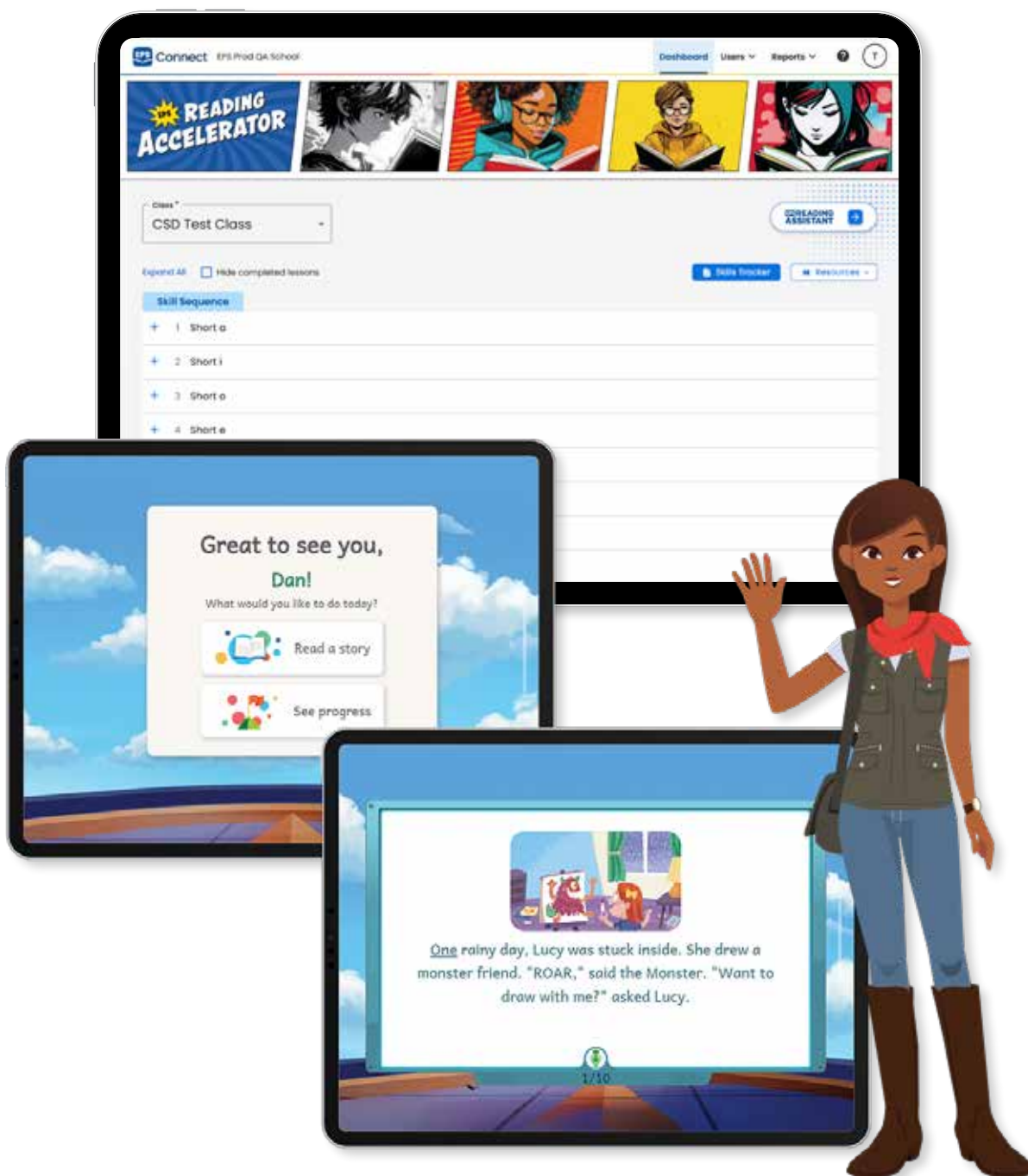
Reading Accelerator

EPS LEARNING

45


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.



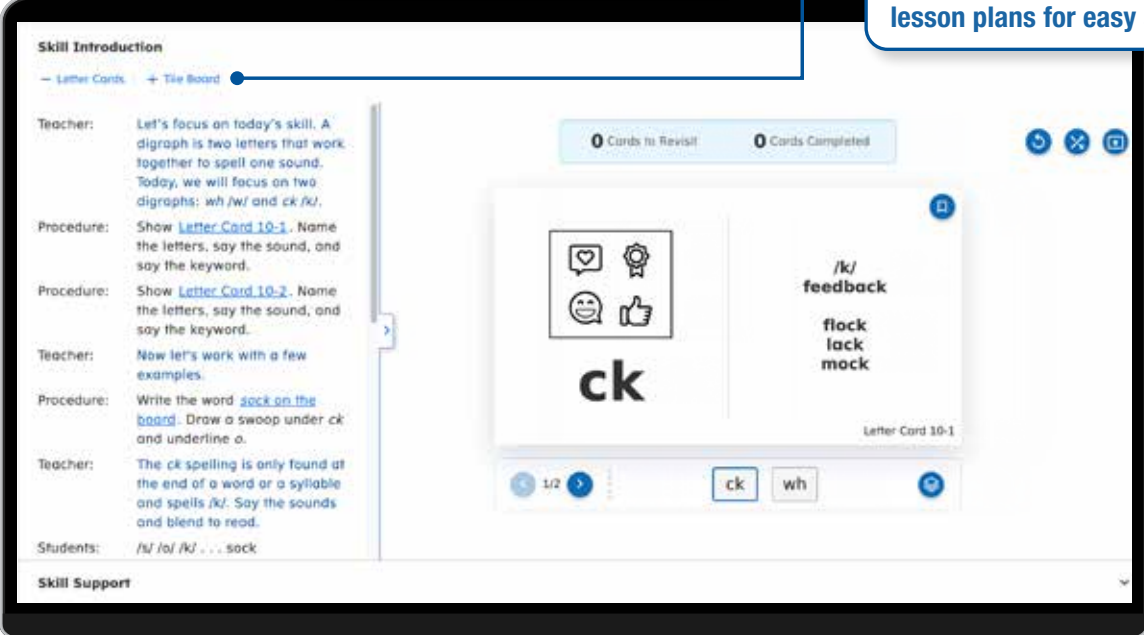
EPS Connect

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.



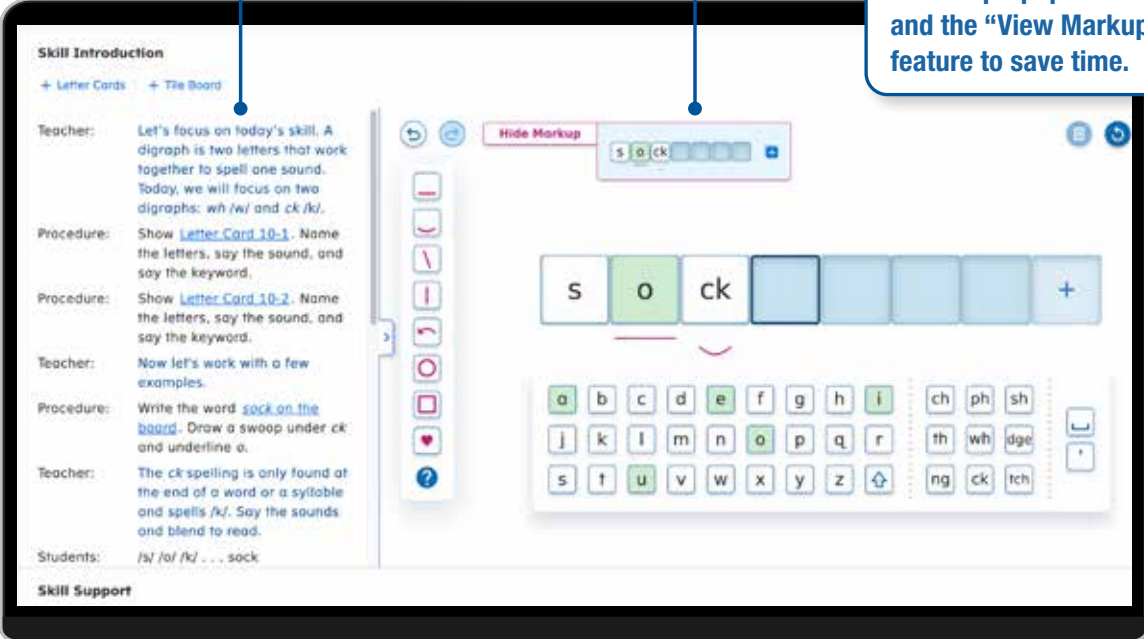
Features enhanced lesson plans with fully scripted guidance for every step of each lesson.

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.

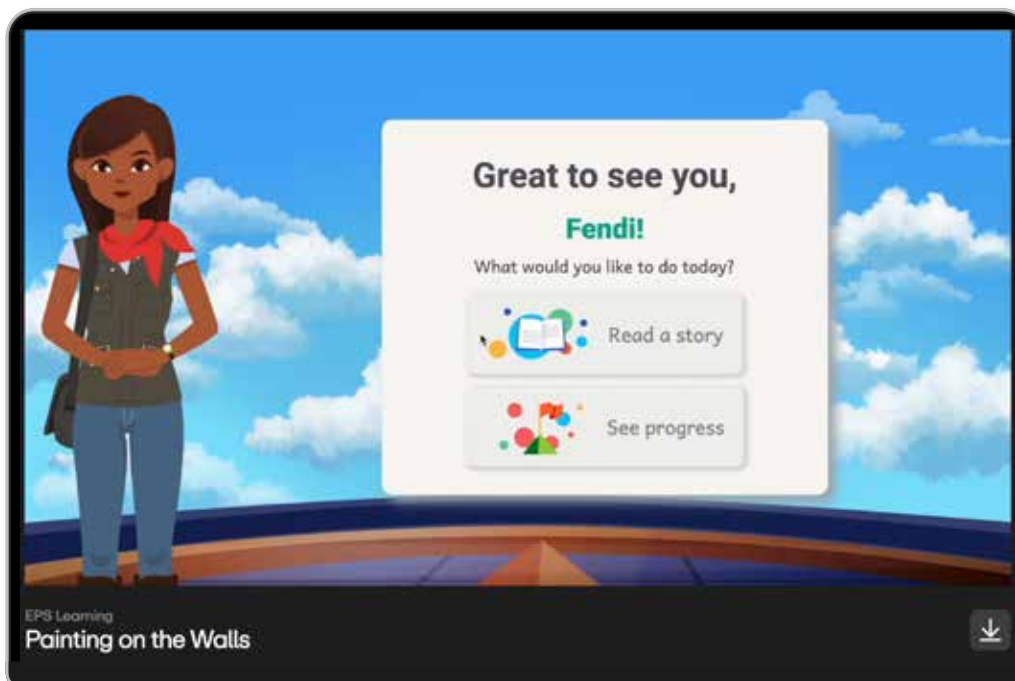


EPS Reading Assistant

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



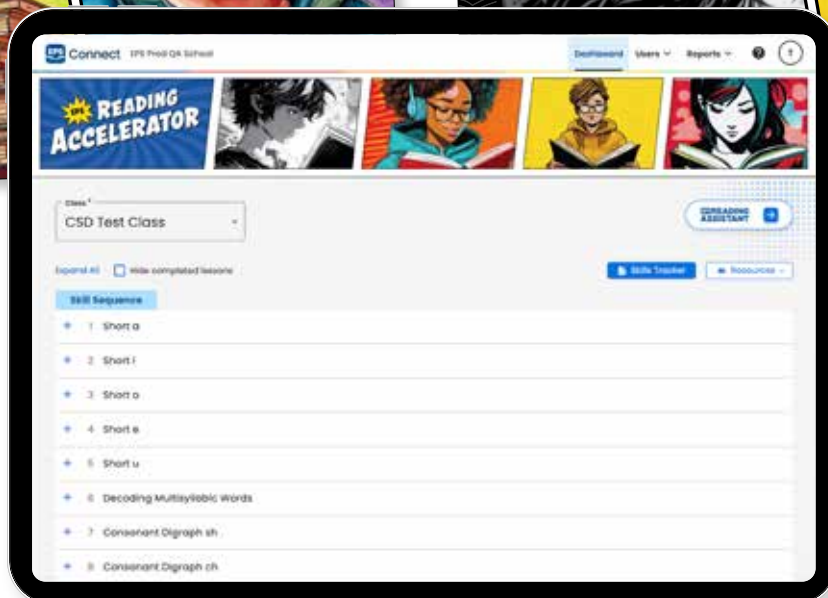
[Student using Reading Assistant](#)



[Student using Reading Assistant in Spanish](#)

EPS **READING ACCELERATOR**

GRADES
3-8



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