

AFTER DECODABLE TEXTS, IT'S TIME TO... **Build Literacy Learning!**

Build Literacy Learning™ provides explicit and systematic instruction to extend the foundational skills and knowledge of young readers.

Discover the Difference!

- Lesson plans that are both effective and efficient
- Equal mix of fiction and nonfiction student books
- Unparalleled writing component included in every lesson.



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**Collections 1-3
AVAILABLE
NOW!**

Collections 4-7 Arriving in 2025

PROGRAM OVERVIEW

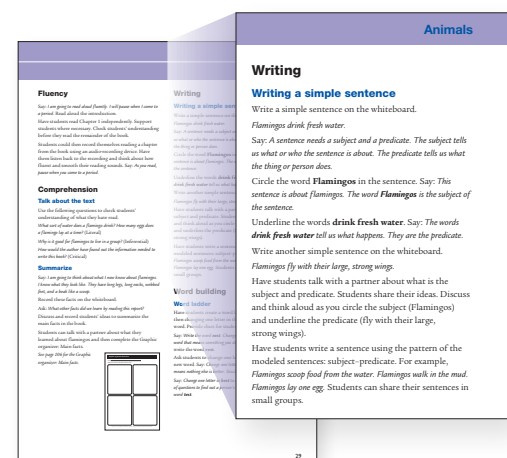
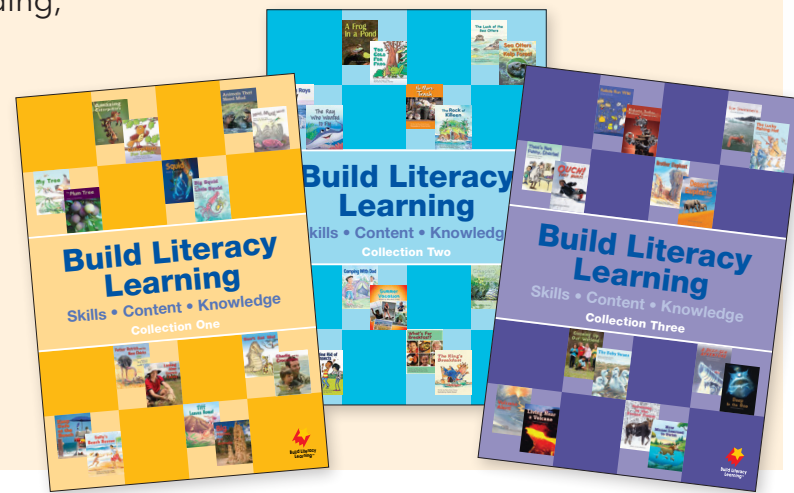


Build Literacy Learning™ is a supportive, explicit and structured literacy program that builds young readers' skills and knowledge.

Text study units build on the students' existing knowledge to create new knowledge networks and provide comprehensive teaching and learning activities related to the books. The units support decoding, fluency, comprehension, writing, and word building. Students will be able to read the books, comprehend what they read, build word knowledge, and write about the topic.

Build Literacy Learning™ is a program of seven curated collections of student books, each with a comprehensive Teacher Resource Book.

- Student texts are ideal for decoding, fluency practice, and building content knowledge.
- The books are paired texts (one informational and one narrative). Each pair is supported by a text study unit.
- Each collection of books is organized into topic sets.



Build Literacy Learning™ contains writing instruction using the content students have read about to build fluency and confidence. Teachers are supported to explicitly instruct students how to:

- write a sentence
- punctuate a sentence
- expand a sentence
- combine sentences using conjunctions.

When decoding skills have developed and students are reading words with less common letter sounds, they are building automaticity and are becoming skilled readers. This is when students need to further develop their literacy skills with engaging and conceptually-rich texts.

The collections of books in **Build Literacy Learning™** contain words with letter-sound correspondences that students have already learned.

They are ideal for students to use to apply their phonics knowledge and practice their skills. The books will support students to build automaticity and become skilled readers.

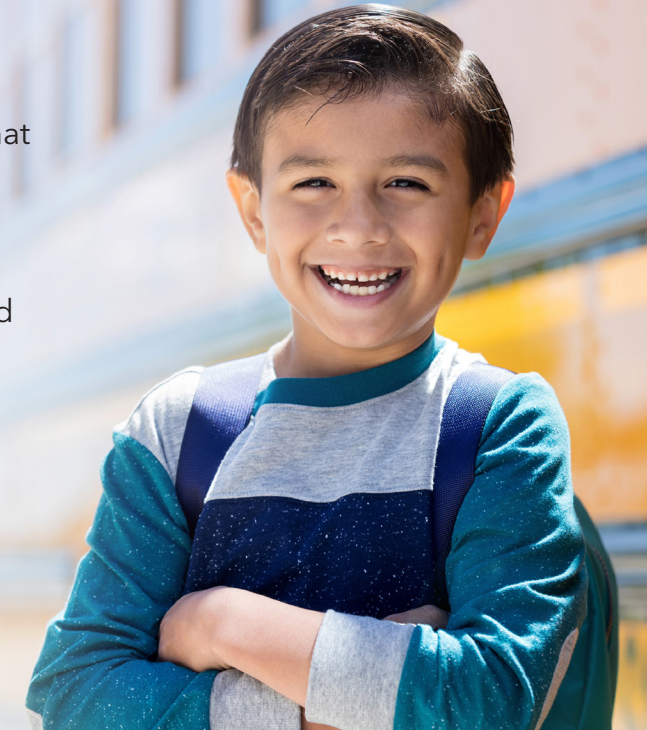
ASSESSMENT



PHONIC CODE COMPLEXITY



| | COLLECTION 1 (Early First Grade) | COLLECTION 2 (Mid First Grade) | COLLECTION 3 (Late First Grade/Early Second) |
|------------------------|---|--|--|
| PHONIC CODE COMPLEXITY | <ul style="list-style-type: none"> • Common single letter soundcorrespondences • Common consonant digraphs • Common vowel sound representations • Split vowel digraphs. | <ul style="list-style-type: none"> • Vowel digraphs • Uncommon consonant digraphs • Some uncommon letter-sound representations. | <ul style="list-style-type: none"> • R-controlled vowel sounds • Further uncommon vowel and constant letter-sound correspondences. |
| HIGH-UTILITY WORDS | Limited range of high-utility words. | Increase in the amount of high-utility words. | Further high-utility words added. |
| MORPHEMES | Morphemes 's,' 'ing,' and 'ed' that don't change the spelling of the base word. Some contractions. | A wider variety of morphemes added to base words. More contractions. | Morphemes where the spelling of the base word changes. |



INSTRUCTION

Build Literacy Learning™ is a structured literacy program built around a curated collection of student texts organized into topic sets.

Text study units build on students' existing knowledge to create new knowledge networks and provide comprehensive teaching and learning activities related to the books.

The units support **decoding, fluency, comprehension, writing, and word building**. Students will be able to read the books, comprehend what they read, build word knowledge, and write about the topic.

High-Utility Words

High-utility words are useful for students to know for reading and writing, yet students are not able to decode them because they have irregular spellings. These words need to be explicitly taught.

Build Vocabulary

A broad, rich vocabulary is strongly linked to reading comprehension. Each text study unit includes key words to explicitly teach to students.

Writing

Teachers are supported to explicitly teach students how to write using content they have read about.

Paired Texts

Authentic texts that share the same topic; one is narrative and the other informational.

Phonological Awareness

Knowledge of syllables and how letters map to sounds underpins reading and writing development.

Phonics

Students review known letter-sound correspondences and continue to learn more challenging phonic code.

Content Knowledge

The more students know about a topic, the easier it is to make meaning when reading a text about that topic. Understanding the structure of a text also helps students read and comprehend it.

Flamingos

Ruby in the Middle

Animals

Introduce the paired texts

Say: *These two books are about flamingos. Flamingos is an informational text and Ruby in the Middle is a narrative text. The informational text is a report on what flamingos look like and what they do. The narrative text is a story about a flamingo called Ruby who never wants to be on the edge of the flock.*

Flamingos

Say: *Today we are reading this informational book called Flamingos. Before we do, we will practice our decoding skills and learn some new words to help us read the book.*

Decoding and word recognition

Phonological awareness

Syllables

Say: *The word flamingo has three syllables fla-min-go. Now say flamingo without the first two syllables.*

Repeat with the word **amazing**.

Phoneme manipulation

Have students repeat a word after you. Ask them to change a sound and then say the new word.

| word | change sound | new word |
|------|--------------|----------|
| beak | /k/ to /t/ | beat |
| lake | /ā/ to /ī/ | like |

★ Phonics

Review

Review the letters **dge** making the /j/ sound.

Write the word **edge** on the whiteboard. Have students say the sounds they hear in **edge**: /e/ /j/. Say: *The letters dge make the /j/ sound in the word edge.*

List other words with this letter-sound correspondence. For example, **bridge, hedge, and ledge**. Have students write a word with the letters **dge** making the /j/ sound.

Teach

Teach words in the book with letter-sound correspondences that students may not have learned.

- **build**: the letters **ui** making the /i/ sound
- **young**: the letters **ou** making the /u/ sound

★ High-utility words

Review high-utility words such as **because, could, and want** using sound-letter charts.

★ Vocabulary

Teach the meaning of words that might be new to students in the context of how they are used in the text.

scoop (p. 8) To lift something up and out of something, like soup out of a saucepan

Example *I used the spoon to scoop out a big serving of ice cream.*

sift (p. 9) To separate things from a group by letting the smaller things fall out

Example *I had to sift the flour so that there were no lumps in the cake mixture.*

Text summary

Show the front cover of *Flamingos*. Say: *Flamingos reports on what flamingos look like, what they eat, and how they raise their young.*

Content knowledge

Build students' content knowledge.

Say: *A flamingo is a type of bird. Flamingos live on lakes. They get their food from the lake and build nests for their chicks in the mud on the edge of the lake. Flamingos have long legs, long necks, big beaks, and pink feathers.*

Ask: *What would you like to find out about flamingos?*

Encourage students to share their ideas.

Text structure

Explain the text structure of the book.

Say: *This book is an information report. The information is organized into three chapters.*

Point out other features of the book such as the contents page, chapter headings and subheadings, introduction and conclusion, and index. Explain the purpose of each.

Fluency

Say: *I am going to read aloud fluently. I will pause when I come to a period.* Read aloud the introduction.

Have students read Chapter 1 independently. Support students where necessary. Check students' understanding before they read the remainder of the book.

Students could then record themselves reading a chapter from the book using an audio-recording device. Have them listen back to the recording and think about how fluent and smooth their reading sounds. Say: *As you read, pause when you come to a period.*

Writing

Writing a simple sentence

Write a simple sentence on the whiteboard.

Flamingos drink fresh water.

Say: *A sentence needs a subject and a predicate. The subject tells us what or who the sentence is about. The predicate tells us what the thing or person does.*

Circle the word **Flamingos** in the sentence. Say: *This sentence is about flamingos. The word Flamingos is the subject of the sentence.*

Underline the words **drink fresh water**. Say: *The words drink fresh water tell us what happens. They are the predicate.*

Write another simple sentence on the whiteboard.

Flamingos fly with their large, strong wings.

Have students talk with a partner about what is the subject and predicate. Students share their ideas. Discuss and think aloud as you circle the subject (**Flamingos**) and underline the predicate (*Fly with their large, strong wings*).

Have students write a sentence using the pattern of the modeled sentences: subject-predicate. For example, *Flamingos scoop food from the water. Flamingos walk in the mud. Flamingos lay one egg.* Students can share their sentences in small groups.

Comprehension

Talk about the text

Use the following questions to check students' understanding of what they have read.

What sort of water does a flamingo drink? How many eggs does a flamingo lay at a time? (Literal)

Why is it good for flamingos to live in a group? (Inferential)

How would the author have found out the information needed to write this book? (Critical)

Summarize

Say: *I am going to think about what I now know about flamingos. I know what they look like. They have long legs, long necks, webbed feet, and a beak like a scoop.*

Record these facts on the whiteboard.

Ask: *What other facts did we learn by reading this report?*

Discuss and record students' ideas to summarize the main facts in the book.

Students can talk with a partner about what they learned about flamingos and then complete the Graphic organizer: Main facts.

See page 106 for the Graphic organizer: Main facts.

| | |
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★ See pages 9–12 for a detailed instructional sequence for each of these activities.

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Fluency

The books are phonetically controlled so students can decode them and read fluently.

Comprehension

For reading comprehension to occur, students must be able to decode the words in the text and they must be able to understand what they are reading about.

Morphology

Encourage students to read and write new words and learn how spelling rules, making compound words and adding suffixes or prefixes change the meaning of words.

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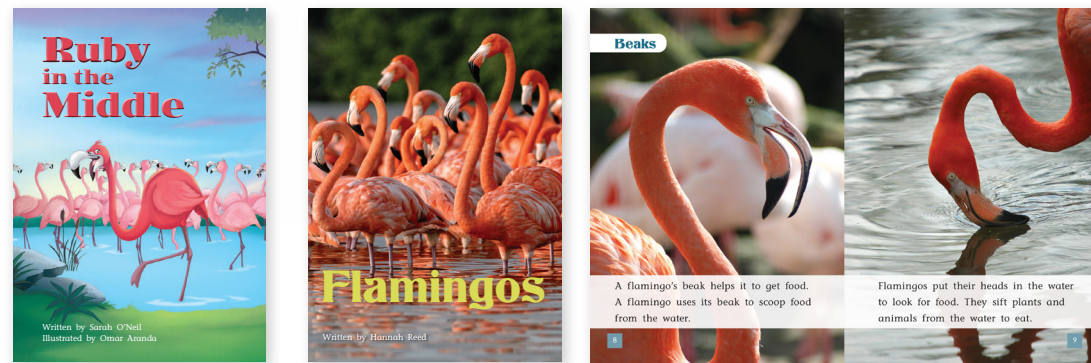
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TEXT STUDY UNITS

The **Text Study Units** in *Build Literacy Learning™* build on students' existing knowledge to create new knowledge networks. The units consist of explicit teaching instruction and comprehensive learning activities related to the books. They offer opportunities for students to read the texts, comprehend what they read, write about the topic, and build word knowledge.

TEXT STUDY UNITS SUPPORT:

- Decoding and word recognition
- Vocabulary
- Content knowledge and text structure
- Fluency
- Comprehension
- Writing
- Word building.



Each **Text Study Unit** in the *Build Literacy Learning* program is built around one pair of texts connected by the same concepts and sharing selected content vocabulary. The paired texts (one informational and one narrative) are ideal for decoding and fluency practice, and building content knowledge.



COLLECTION ONE includes:

1 Teacher Resource Book and 168 Student Texts (six copies each of 28 titles).

Text study units include Animals, Habitats, People and Animals, and What People Do.



COLLECTION TWO includes:

1 Teacher Resource Book and 158 Student Texts (six copies each of 26 titles).

Text study units include Animals, Plants, People and Animals, The Environment, and How People Live.



COLLECTION THREE includes:

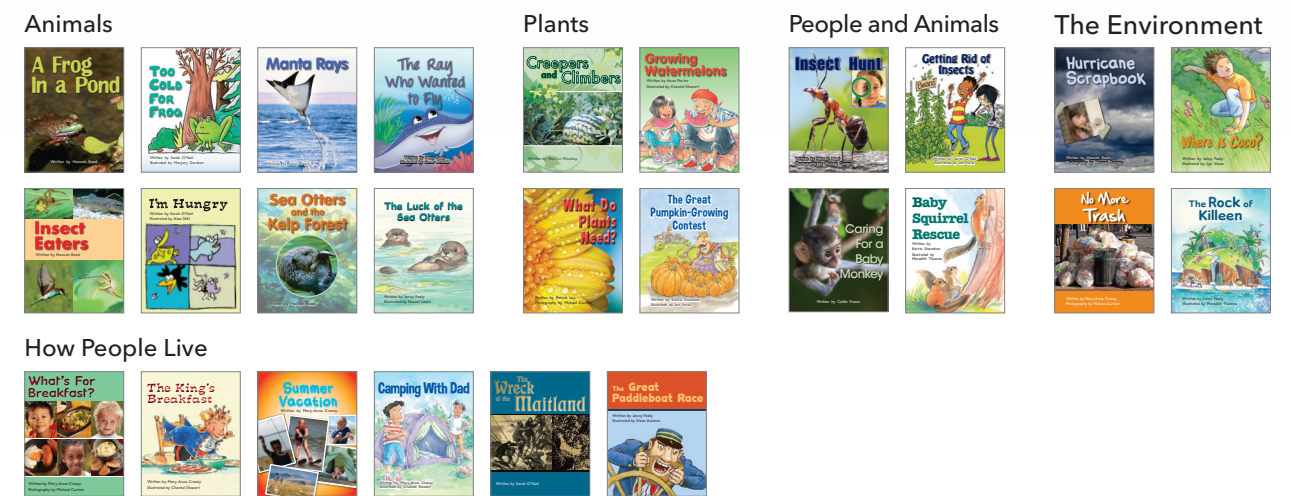
1 Teacher Resource Book and 216 Student Texts (six copies each of 36 titles).

Text study units include Animals, Habitats, Living with Technology, Living in Our World, and Health and Fitness.

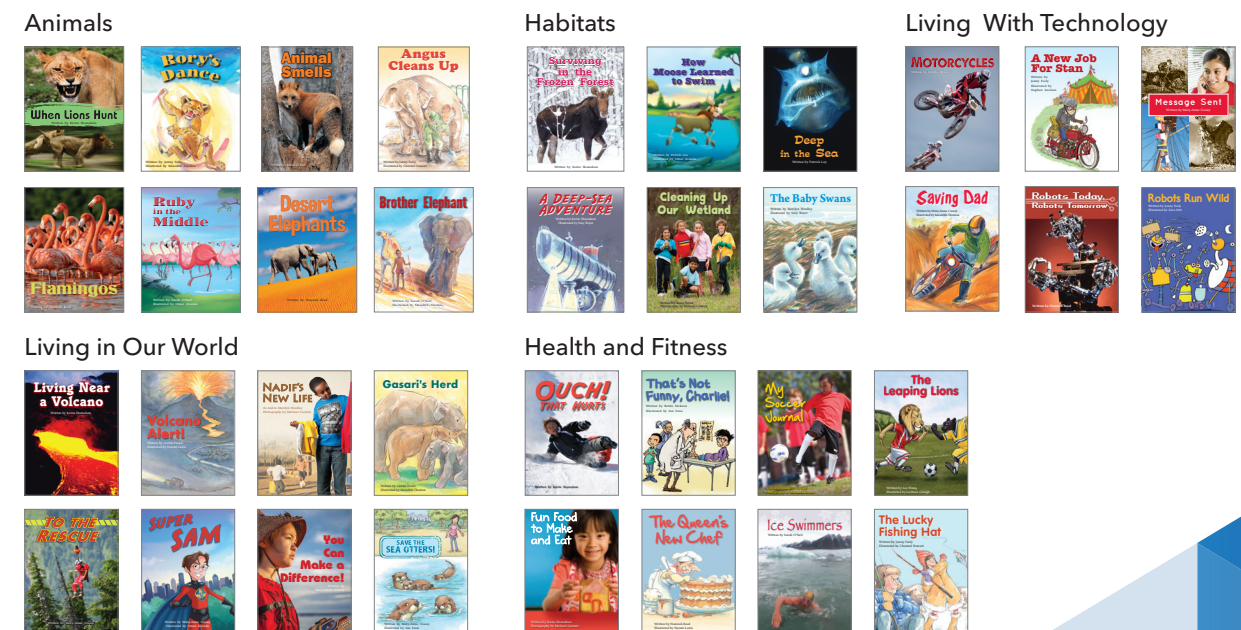
COLLECTION ONE



COLLECTION TWO



COLLECTION THREE





An explicit and systematic literacy program to build skills and knowledge with young readers.



REVIEW DIGITAL SAMPLES of books and lesson plans at tinyurl.com/DecodableSamples



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| PACKAGE | INCLUDES | PRODUCT CODE | NATIONAL LIST PRICE | YOUR PRICE |
|-------------------------|--|--------------|---------------------|------------|
| Collection One | <ul style="list-style-type: none"> • 1 Teacher Resource Book • 168 Student Texts (six copies each of 28 titles) | OK BLLC1 | \$1169 | \$975 |
| Collection Two | <ul style="list-style-type: none"> • 1 Teacher Resource Book • 158 Student Texts (six copies each of 26 titles) | OK BLLC2 | \$1093 | \$910 |
| Collection Three | <ul style="list-style-type: none"> • 1 Teacher Resource Book • 216 Student Texts (six copies each of 36 titles) | OK BLLC3 | \$1698 | \$1425 |
| Collections One – Three | <ul style="list-style-type: none"> • 3 Teacher Resource Books • 540 Student Texts (six copies each of 90 titles) | OK BLLC1-3 | \$3960 | \$3275 |

All information correct at time of printing. V1_US 10/2024

Many components are also available separately: Teacher Resource Books, One- or Six-packs of a Collection's Student Texts, and more. Contact your local Okapi representative for complete details.