

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 1-5
AVAILABLE NOW!**

**Collections 6 & 7
Arriving September 2025**

PROGRAM OVERVIEW



Build Literacy Learning™

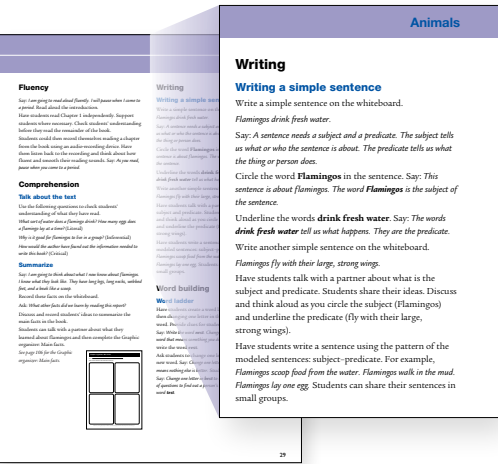
Build Literacy Learning™ is a supportive, explicit and structured literacy program that builds young readers’ skills and knowledge.

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. Unit lessons support decoding, fluency, comprehension, writing, and word building. Students will be able to read, comprehend, 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.

Collections Six and Seven arrive September 2025.



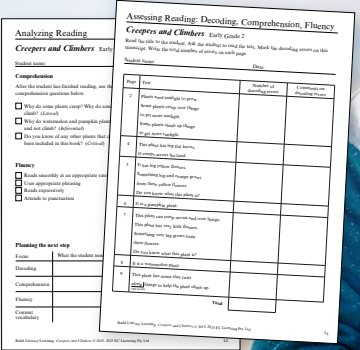
Build Literacy Learning™ contains writing instruction using the content students have read about to build fluency and confidence. Teachers are supported to explicitly instruct students.

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

Four assessment tools are provided for each collection and are available on line for complimentary downloading. Ideal for placing students within an Intervention program, these assessments make it possible for you to measure your students’ decoding skills, comprehension, and fluency.



PHONIC CODE COMPLEXITY



PHONIC CODE COMPLEXITY

HIGH-UTILITY WORDS

MORPHEMES

COLLECTION 1 (Early Grade 1)	COLLECTION 2 (Mid-Grade 1)	COLLECTION 3 (Late Grade 1– Early Grade 2)	COLLECTION 4 (Grade 2)	COLLECTION 5 (Grade 3)
<ul style="list-style-type: none">• Common single letter sound correspondences• 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 consonant letter-sound correspondences	<ul style="list-style-type: none">• Further uncommon letter-sound correspondences• Consonant digraphs where one sound is not pronounced (silent letter graphemes)• Consonant digraphs that represent more than one sound• Multisyllabic words	<ul style="list-style-type: none">• Multisyllabic words with uncommon letter-sound correspondences• Different vowel team representations for long vowels• Letter-sound correspondences that represent two or more sounds
Limited range of high-utility words	Increase in the amount of high-utility words	Further high-utility words added	Large range of high-utility words	High-utility words related to topics High-utility homophones
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	Larger variety of morphemes added to base words Words with both a prefix and suffix added to a base word	Further variety of morphemes added to base words Morphemes added to more complex base words Words with multiple morphemes

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.

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.

Build Vocabulary

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

Fluency

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

Writing

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

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.

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.




Flamingos

Ruby in the Middle

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.

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.

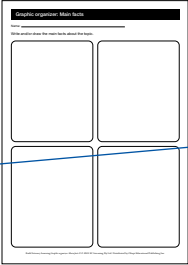
Record these facts on the whiteboard.

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.



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.

Word building

Word ladder

Have students create a word ladder by writing a word, then changing one letter in the word to create a new word. Provide clues for students to make each new word.

Say: Write the word **nest**. Change one letter in **nest** to make a word that means something you do when you’re tired. Students write the word **rest**.

Ask students to change one letter in this word to create a new word. Say: Change one letter in **rest** to make a word that means nothing else is better. Students write the word **best**.

Say: Change one letter in **best** to make a word that means a set of questions to find out a person’s knowledge. Students write the word **test**.

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

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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
 - Fluency
- Content knowledge and text structure
 - Comprehension
- Writing
 - Word building



Ruby in the Middle
Written by Sarah O'Neil
Illustrated by Omar Andrade



Flamingos
Written by Hannah Reed



Beaks

A flamingo's beak helps it to get food. A flamingo uses its beak to scoop food from the water.

Flamingos put their heads in the water to look for food. They sift plants and animals from the water to eat.

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	COLLECTION TWO	COLLECTION THREE	COLLECTION FOUR	COLLECTION FIVE
Teacher Resource Book	✓	✓	✓	✓	✓
Student Texts (six copies each)	28 titles 168 books	26 titles 158 books	36 titles 216 books	48 titles 288 books	54 titles 324 books
Text Study Units include	Animals, Habitats, People and Animals, and What People Do	Animals, Plants, People and Animals, The Environment, and How People Live	Animals, Habitats, Living with Technology, Living in Our World, and Health and Fitness	Animal Features and Behaviors, Animals, Health and Fitness, Inventions and Technology, Environments in Trouble, Living in Our World	Food and Water, What People Do, History and Culture, Living in Our World, Looking After the Environment and People and Animals

COLLECTION ONE



COLLECTION TWO



COLLECTION THREE

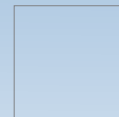


COLLECTION FOUR



COLLECTION FIVE





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



REVIEW DIGITAL SAMPLES
of books and lesson plans at
[bll.okapi-foundational-literacy.com/
digital-samples](http://bll.okapi-foundational-literacy.com/digital-samples)



REQUEST A FREE SAMPLE at
tinyurl.com/Okapi-Sample-Request

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
Collection Four	<ul style="list-style-type: none"> • 1 Teacher Resource Book • 288 Student Texts (six copies each of 48 titles) 	OK BLLC4	\$2248	\$1875
Collection Five	<ul style="list-style-type: none"> • 1 Teacher Resource Book • 216 Student Texts (six copies each of 36 titles) • 108 Perspectives Texts (six copies each of 18 titles) 	OK BLLC5	\$2683	\$2240
Collections One—Five	<ul style="list-style-type: none"> • 5 Teacher Resource Books • 1152 Student Texts (six copies each of 192 titles) 	OK BLLC1-5	\$8890	\$7385

All information correct at time of printing. V2_US 05/2025

Many components are also available separately: Teacher Resource Books, One- or Six-packs of a Collection's Student Texts, and more.

For more information, contact us at info@myokapi.com or contact your local Okapi rep.
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