

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

Build Literacy Learning™ provides explicit and systematic instruction, opening pathways for students to transition from decodables to engaging, informative texts that support further skills development and expand their knowledge base.

Discover the Difference!

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



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**Complete Program
AVAILABLE
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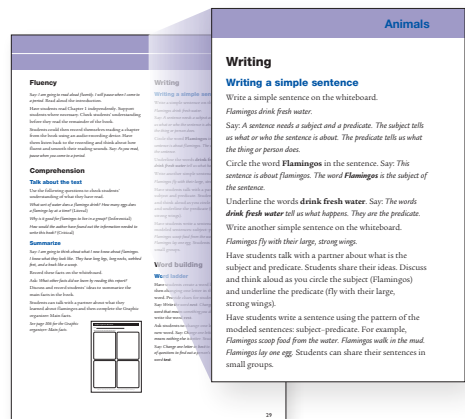
PROGRAM OVERVIEW



- Build Literacy Learning™** supports students to develop both fluency and comprehension as they move out of decodable texts.
- The structure of the Teaching Units provides the teacher with a range of highly supportive activities that prepare students for reading the texts.
 - Activities before reading address any decoding and word recognition issues the students may face.
 - Fluency is modeled by the teacher before the students read independently.
 - Comprehension activities guide the students to discuss and summarize what they have just read.
 - Instructive and supported activities develop writing skills throughout the program.
 - Students start with simple sentences and by the completion of the program they have moved on to writing informational texts and reading them to others in the class.

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 fluency practice and building content knowledge.
- The engaging books provide rich content, with key concepts and vocabulary common to both the informational and narrative texts in each pair.
- 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. Explicit support is provided to assist the 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.



	PHONIC CODE COMPLEXITY	HIGH-UTILITY WORDS	MORPHEMES
COLLECTION ONE (Early First Grade)	<ul style="list-style-type: none">• Common single letter-sound correspondences• Common consonant digraphs• Common vowel sound correspondences• Split vowel digraphs	Limited range of high-utility words	<ul style="list-style-type: none">• Morphemes <i>s</i>, <i>ing</i>, and <i>ed</i> that don't change the spelling of the base word• Some contractions
COLLECTION TWO (Mid First Grade)	<ul style="list-style-type: none">• Vowel digraphs• Uncommon consonant digraphs• Some uncommon letter-sound correspondences	Increase in the amount of high-utility words	<ul style="list-style-type: none">• Morphemes <i>s</i>, <i>ing</i>, and <i>ed</i> that don't change the spelling of the base word• More contractions
COLLECTION THREE (Late First Grade/ Early Second)	<ul style="list-style-type: none">• R-controlled vowel sounds• Further uncommon vowel and consonant letter-sound correspondences	Further high-utility words added	<ul style="list-style-type: none">• Morphemes where the spelling of the base word changes
COLLECTION FOUR (Grade 2)	<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	Large range of high-utility words	<ul style="list-style-type: none">• Further variety of morphemes added to base words• Morphemes added to more complex base words• Words with multiple morphemes• Homophones• Compound words• Using a hyphen when describing a noun• Changing tense
COLLECTION FIVE (Grade 3)	<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	High-utility words related to topics High-utility homophones	<ul style="list-style-type: none">• Using an apostrophe for possession• Comparatives and superlatives• Changing words from verbs to adverbs/nouns• Spelling rules when adding suffixes• Compound words• Homophones• Adding a prefix/suffix to change the meaning of a word
COLLECTION SIX (Grade 4)	<ul style="list-style-type: none">• Uncommon phonic code• Multisyllabic words with prefixes and/or suffixes, compound words	N/A	<ul style="list-style-type: none">• Word origins and meanings• Explaining how the meaning of words change when adding prefixes/suffixes to academic language from the book• Changing adjectives into abstract nouns• Changing nouns into adjectives• Changing verbs into adverbs/nouns
COLLECTION SEVEN (Grade 5)	<ul style="list-style-type: none">• Uncommon phonic code• Uncommon graphemes	N/A	<ul style="list-style-type: none">• Word origins and meanings• Change when adding prefixes/suffixes to academic language from the book• Explaining spelling rules when adding suffixes• Changing adjectives into adverbs

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, understand what they read, build word knowledge, and write about the topic.

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

Support is given to students as they read the texts.

Writing

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

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.*

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.*

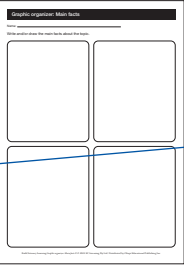
Record these facts on the whiteboard.

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**.

Comprehension

For reading comprehension to occur, students must be able to understand what they are reading about.

Word Building

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.

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

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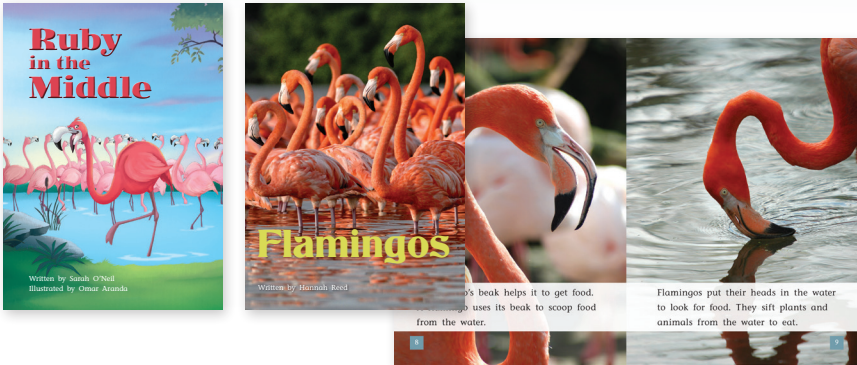
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TEXT STUDY UNITS

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.

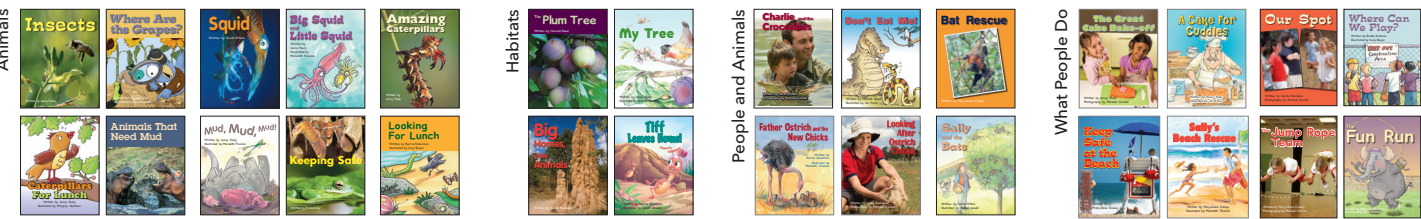
TEXT STUDY UNITS SUPPORT:

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

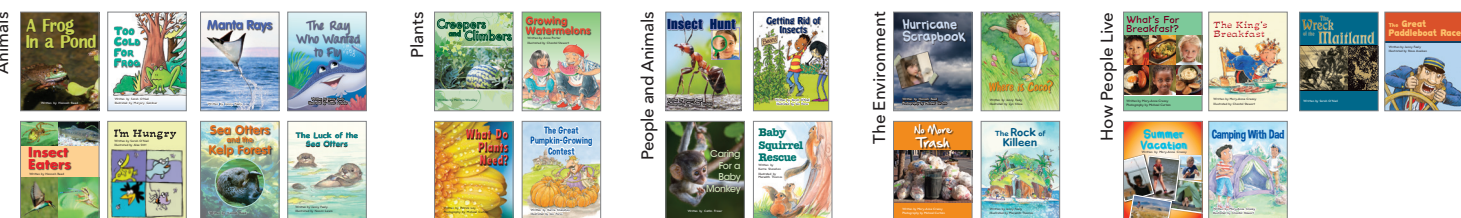


Each **Text Study Unit** in the *Build Literacy Learning* program is built around one pair of texts connected by the same concepts and selected content vocabulary. The paired texts (one informational and one narrative) are ideal for decoding and fluency practice, and building content knowledge.

COLLECTION ONE



COLLECTION TWO



COLLECTION THREE



COLLECTION FOUR



COLLECTION FIVE



COLLECTION SIX



COLLECTION SEVEN





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



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of books and lesson plans at
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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 156 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
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Collection Six	<ul style="list-style-type: none"> 1 Teacher Resource Book 144 Student Texts (six copies each of 24 titles) 72 Perspectives Texts (six copies each of 12 titles) 	OK BLLC6	\$2021	\$1715
Collection Seven	<ul style="list-style-type: none"> 1 Teacher Resource Book 144 Student Texts (six copies each of 24 titles) 72 Perspectives Texts (six copies each of 12 titles) 	OK BLLC7	\$2021	\$1715
Complete Program	<ul style="list-style-type: none"> 7 Teacher Resource Books 1332 Student Texts (six copies each of 222 titles) 252 Perspectives Texts (six copies each of 42 titles) 	OK BLLC1-7	\$12,933	\$10,825

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

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