

# Getting Started

## Getting Started with the Reading Foundations Skills Block Materials

Welcome to EL Education's curriculum. This is your guide to get started with the materials for the Reading Foundations Skills Block.

Start with your **K–2 Reading Foundations Skills Block: Resource Manual**. The first thing you will need to do is to **get oriented to the assessment structure and materials**. Our framework for understanding how students are progressing as readers may be different from what you are used to. The assessments will help you accurately identify your student's Phase of Reading and Spelling Development so you can provide targeted instruction based on strengths and areas of need.

- Check out the Benchmark Assessments section.
- Read the Assessment Overview.
- Identify assessments for your grade level (in addition to any district-mandated assessment).

### Create an assessment plan.

- Gather your assessment materials from the Resource Manual.
  - Administer the assessments to your students.
  - Score to identify the student's Phase.
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- Use the **Assessment Conversion Chart** to identify cycles of lessons that would best meet students' needs during differentiated small group instruction.

	Early	Middle	Late
Pre-Alphabetic	Not Applicable*	Not Applicable*	<p><b>GRM1, C1-4:</b> ABC sounds and recognition, syllable and rhyme identification, concepts of print</p> <ul style="list-style-type: none"> <li>C1: "a," "i," "o," "u," "e," "y"</li> <li>C2: "b," "d," "g," "k," "t," "p," "q," "r," "s," "v," "w," "x," "z"</li> <li>C3: "ch," "ck," "sh," "ss," "th," "wh," "zh," "zz"</li> <li>C4: "ai," "au," "oi," "ou," "oy," "oye," "oyed"</li> </ul> <p><b>GRM2, C5-11:</b> ABC sounds and recognition, syllable identification, rhyme identification and production, concepts of print</p> <ul style="list-style-type: none"> <li>C5: "c," "f," "g," "h," "j," "l," "m," "n," "p," "q," "r," "s," "t," "v," "w," "x," "y," "z"</li> <li>C6: "ch," "ck," "sh," "ss," "th," "wh," "zh," "zz"</li> <li>C7: "ai," "au," "oi," "ou," "oy," "oye," "oyed"</li> <li>C8: "e," "i," "o," "u," "e," "y"</li> <li>C9: "a," "i," "o," "u," "e," "y"</li> <li>C10: "b," "d," "g," "k," "t," "p," "q," "r," "s," "v," "w," "x," "z"</li> <li>C11: "ch," "ck," "sh," "ss," "th," "wh," "zh," "zz"</li> </ul>
Partial Alphabetic	<p><b>GRM1, C12-18:</b> digraphs, blending CVC words, comparing short vowel sounds</p> <ul style="list-style-type: none"> <li>C12: "ai," "oi," "oy," "oye," "oyed"</li> <li>C13: "ai," "oi," "oy," "oye," "oyed"</li> <li>C14: "ai," "oi," "oy," "oye," "oyed"</li> <li>C15: "ai," "oi," "oy," "oye," "oyed"</li> <li>C16: "ai," "oi," "oy," "oye," "oyed"</li> <li>C17: "ai," "oi," "oy," "oye," "oyed"</li> <li>C18: compare all short vowel sounds</li> </ul>	<p><b>GRM1, C19-22:</b> decoding CVC words and beginning to decode CVC words</p> <ul style="list-style-type: none"> <li>C19: all short vowels, words with digraphs</li> <li>C20: "ai," "oi," "oy," "oye," "oyed"</li> <li>C21: "ai," "oi," "oy," "oye," "oyed"</li> <li>C22: "ai," "oi," "oy," "oye," "oyed"</li> </ul>	<p><b>GRM1, C1-4:</b> are kindergarten review topics, so would not be appropriate for readers in the Late Partial Alphabetic phase.</p> <p><b>GRM1, C5-11:</b> continued review of phonemes taught in kindergarten</p> <ul style="list-style-type: none"> <li>C5: "c," "f," "g," "h," "j," "l," "m," "n," "p," "q," "r," "s," "t," "v," "w," "x," "y," "z"</li> <li>C6: "ch," "ck," "sh," "ss," "th," "wh," "zh," "zz"</li> <li>C7: "ai," "au," "oi," "ou," "oy," "oye," "oyed"</li> <li>C8: "e," "i," "o," "u," "e," "y"</li> <li>C9: "a," "i," "o," "u," "e," "y"</li> <li>C10: "b," "d," "g," "k," "t," "p," "q," "r," "s," "v," "w," "x," "z"</li> <li>C11: "ch," "ck," "sh," "ss," "th," "wh," "zh," "zz"</li> </ul>
Full Alphabetic	<p><b>GRM1, C19-22:</b> syllable types: closed, open, open-syllable, and CVC syllable-type words</p> <ul style="list-style-type: none"> <li>C19: two-syllable words with closed syllables</li> <li>C20: open CVC with double consonants in middle and compound words</li> <li>C21: open syllables</li> <li>C22: CVCs (mostly B)</li> <li>C23: CVCs (mostly D and R)</li> <li>C24: CVCs (mostly A)</li> </ul>	<p><b>GRM1, C23-26:</b> introduction to controlled vowel sounds</p> <ul style="list-style-type: none"> <li>C23: "a," "i," "o," "u," "e," "y"</li> <li>C24: "a," "i," "o," "u," "e," "y"</li> <li>C25: "a," "i," "o," "u," "e," "y"</li> <li>C26: "a," "i," "o," "u," "e," "y"</li> </ul>	<p><b>GRM1, C23-26:</b> two-syllable words with long vowel patterns</p> <ul style="list-style-type: none"> <li>C23: two-syllable words with long vowel patterns</li> <li>C24: "a," "i," "o," "u," "e," "y"</li> <li>C25: "a," "i," "o," "u," "e," "y"</li> <li>C26: "a," "i," "o," "u," "e," "y"</li> </ul>
Consolidated Alphabetic	<p><b>GRM1, C27-32:</b> new vowel teams and spelling generalizations, contractions, affixes, "ed" suffix (three inputs), "s" and "es"</p> <ul style="list-style-type: none"> <li>C27: "ai," "oi," "oy," "oye," "oyed"</li> <li>C28: "ai," "oi," "oy," "oye," "oyed"</li> <li>C29: "ai," "oi," "oy," "oye," "oyed"</li> <li>C30: "ai," "oi," "oy," "oye," "oyed"</li> <li>C31: "ai," "oi," "oy," "oye," "oyed"</li> <li>C32: "ai," "oi," "oy," "oye," "oyed"</li> </ul>	<p><b>GRM1, C33-38:</b> consonant le (C-to-vowel endings, other word endings, new vowel teams, and contractions)</p> <ul style="list-style-type: none"> <li>C33: "a," "i," "o," "u," "e," "y"</li> <li>C34: "a," "i," "o," "u," "e," "y"</li> <li>C35: "a," "i," "o," "u," "e," "y"</li> <li>C36: "a," "i," "o," "u," "e," "y"</li> <li>C37: "a," "i," "o," "u," "e," "y"</li> <li>C38: "a," "i," "o," "u," "e," "y"</li> </ul>	<p><b>GRM1, C39-46:</b> "y" generalizations with plural endings, adjectives, homophones, compound words, new word endings, and contractions</p> <ul style="list-style-type: none"> <li>C39: "y" generalizations with plural endings</li> <li>C40: "y" generalizations with plural endings</li> <li>C41: "y" generalizations with plural endings</li> <li>C42: "y" generalizations with plural endings</li> <li>C43: "y" generalizations with plural endings</li> <li>C44: "y" generalizations with plural endings</li> <li>C45: "y" generalizations with plural endings</li> <li>C46: "y" generalizations with plural endings</li> </ul>

**Scope and Sequence Year-at-a-Glance**

	Module 1	Module 2	Module 3	Module 4
<b>Phase Range</b>	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
<b>Module Summaries</b>	Review of phonemes-graphemes from Kindergarten.  Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.	Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs "wh" and "ck," "y" as / /, FLOSS (i.e., "-il," "-es," "-ft," "-zz").  By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.	Syllable types: closed, open, CVCe  In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.	Syllable types: r-controlled and vowel teams  By the end of first grade, student should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.
<b>Scope &amp; Sequence</b> i.e., patterns introduced	C1: review Rf.K.2 and Rf.K.3  C2: /a/ "t," "a," "p," "n," "c," "h," "a," "m," "r," "v," "g," "th," "nt," possessive "s" (reading only) plural noun "-s"  C3: /i/ "l," "ch," "k," "y," "ch," "z," "d," "t," "f" • "ft," "dr," "gr," "sp" • "-nd," "-rk," and "-ng" • suffix "-s"	C5: /o/ "o," "b," "j," "w," "x," /ks/ "p," "g" • "ow" • "-ang," "-ing," "-ung," "-ong"  C6: /e/ "ank," "ink," "unk," "-onk"  C7: /e/ continued and "y" as / i / • initial and final clusters • suffix "-ing"	C12: closed syllable (one- and two-syllable words)  C13: closed syllable (one- and two-syllable) • "rabbit" words (e.g., muffin) • compound words  C14: open syllable  C15: CVCe (mostly / ä /)	C19: r-controlled /ar/ "oi"  C20: r-controlled /er/ "ir," "ur," "er"  C21: vowel teams "oa," "ai," "ea"  C22: vowel teams "ay," "ow" (/ö /)  C23: "oo," "ee," "-y" as / i /  C24: "ie," "igh"

## Prepare to teach: now you're ready to prepare your lessons.

Full lessons and supporting materials are found in your **Teacher Guide and Supporting Materials**.

The **K–2 Reading Foundations Skills Block: Resource Manual** contains key guidance on assessments, handwriting, syllabication, and independent and small group work, along with an Activity Bank with ideas and materials for differentiated small group instruction.

Refer to your **Differentiation Packs** if you have identified students who need instruction above or below their grade level. These materials will support your differentiated small group instruction for those students.

**Learning Letters** is geared toward the early stages of literacy, for students in Kindergarten or in later grades who need support learning or re-learning letter names, letter sounds, letter formation, and handwriting. Learning Letters contains all of our keyword cards for your ABC line or word wall, letter formation charts and handwriting sheets, and letter stories and activities for students who need more time with a certain letter.

As you plan for the year, the **Year-at-a-Glance** chart in the front of your Module 1 Teacher Guide and Supporting Materials will help you understand how the Reading Foundations Skills Block unfolds over the year.

**Instructional Practices** are routines used over and over with your students. Take note of the Overview of Instructional Practices in Module 1 of each grade level. Here you'll find a list and explanation of each instructional practice that will be used over the whole year, and Module and Cycle Overviews let you know when each will be introduced.

Student **Decodable Readers**, matched to the spelling patterns students are learning in each cycle, can be found in the grade-level Student Workbooks, and in the Differentiation Packs for students who are reading above or below grade level to use in differentiated small groups. Larger teacher versions of the Decodable Readers are in your Teacher Guide and Supporting Materials by lesson.



## Cycle-at-a-Glance

### Lesson 1

**RF.K.1, RF.K.1b**

#### Agenda

1. **Opening (5 minutes)**
  - A. Read-aloud: “The Search for Names” (Part 3)
2. **Work Time (10–15 minutes)**
  - A. Skywriting: Curved and Straight Lines
  - B. Introducing Handwriting Paper
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Independent Work Time**

Turn to the **Module Overview** in your Teacher Guide and Supporting Materials to understand where you will begin and where you will end each module. The introduction to the Module Overview outlines where students should be at the end of the module to help you understand where you’re going. The Cycle-at-a-Glance lays out all the steps you will take to get there.

The **Pacing Guidance** gives you important information about time management, to help you stay on track and also understand where you have time to fit in extra practice, review, or other necessary breaks in the routine.

You’ll start a new cycle every week. The **Cycle Overview** will give you a summary of what’s coming up and is where you’ll find the Word Lists, with word patterns that your students will be learning in that cycle. The Teaching Notes in the cycle overview are intentionally highly scaffolded to give you all the information you need to adapt the lessons to your classroom. At the end of the Cycle Overview is a list of all the materials you’ll need for those lessons.

**Meeting Students' Needs** is where you'll find additional adaptations for students who may require extensions or supports to reach the rigor of the grade-specific lesson. There are specific supports for different learning modalities from the Universal Design for Learning framework.

### Meeting Students' Needs

- Because many high-frequency words are difficult to define (example: "would"), it is important for students to hear the word in the context of a sentence to understand it and commit it to memory. Consider extending this activity by asking students to provide a sentence (or to create one with a partner and share out) for the word.

**Habits of Character** is where social-emotional learning is embedded within every module, to guide students as they work independently, collaborate with peers, and care for one another and their classroom. You'll find the character focus for each module in Module Overview. Refer to this focus in the closing and reflection section of each lesson.

### Habits of Character

### Social-Emotional Learning Focus

Across EL Education's curriculum, there is a specific focus on students building habits of character. See K-5 Curriculum Overview for details.

Within the K-2 Reading Foundations Skills Block specifically, there is a strong focus on building students' growth mindset: noticing their ability grows with their effort. This is addressed during a daily Closing routine where students reflect on how the content of the lesson and specific learning or actions they've taken contribute to helping them become more proficient readers.

Students and teachers have been regularly reflecting on what proficiency means and how specific skills, knowledge, and habits of character (i.e., perseverance and collaboration) contribute to it. In addition, students have become more and more adept at looking at their own assessments with the teacher, determining specific goals to work on and how to work on them. Module 4 develops the opportunity for students to see their progress over the course of the year and reflect on their overall growth.

## There are a few useful resources you'll likely want to reference throughout the year.

The **Independent and Small Group Work** section of the K-2 Reading Foundations Skills Block: Resource Manual explains the purpose and structure of the Differentiated Small Group instruction and Independent Rotations portions of the block. It includes sample schedules, descriptions of suggested rotations and activities, and a variety of other resources for small group planning.

The **Activity Bank** in the K-2 Reading Foundations Skills Block: Resource Manual is a collection of games and activities, searchable by skills and standard, to be used during Differentiated Small Group instruction and for independent rotations (once students are familiar with the activity).

The **Syllabication** section of the K-2 Reading Foundations Skills Block: Resource Manual covers syllable types—what they are and how to teach them to your students.

The **Letter Formation** section of Learning Letters contains essential instructions about forms when teaching a letter to your students for the first time.

## Additional Resources

Read ***Your Curriculum Companion: The Essential Guide to the EL Education K-5 Language Arts Curriculum***, a complete guide to implementing our curriculum, available on EEducation.org and through booksellers.

Watch instructional **videos** showing our Instructional Practices at work in real classrooms on Curriculum.EEducation.org.

Dig into our **online** set of Reading Foundation Skills Block **implementation resources** along with open online versions of the K-2 Skills Block Resource Manual, Learning Letters, and the Differentiation Packs on Curriculum.EEducation.org.