

Decodable Literature Library Foundational Skills Guide

# Reading Series 1: *Jen's Best Gift Ever*



Deliver Day 1–4 instruction to help students read the words they will encounter in the book *Jen's Best Gift Ever*. Before guiding students through the activities with the words provided, become familiar with the model lessons in the Model Lesson section of this guide. Since students vary widely in their word reading skills, these activities and their pacing can be adjusted to provide the right amount of practice for each student. Post the Foundational Skills Purpose Statement before beginning each day's activities.

## Day 1

### Foundational Skills Instruction | pages 1–6

#### Introduce Target Letter-Sound Correspondence Foundational Skills Consolidation

Reading Series One books are designed to consolidate knowledge of English phonics and spelling patterns; build automaticity with CVC, CCVC, CVCC, and CCVCC words, with and without inflectional endings; and ensure that more words are recognized by sight. As they progress in the series, students should also begin to recognize syllables within multisyllabic words and understand the connection between the spelling and meaning of inflectional endings.

#### Vowel Pattern Sort 1

**Words:** lifts, quilt, from, next, she, o'clock, desk, last, seven, tell

#### Sorting Tips

**from:** Confirm that the word has neither a short /o/ vowel nor a long /ō/ vowel pronunciation. Then say: *The word from only has one vowel, but the vowel is not pronounced as we would expect, so we can say it has an irregular pronunciation. I will write the word from in the "irregular pronunciation" section of the chart. Writing it here will help us remember how to pronounce and read it when we see it in a book.* Invite students to practice reading the word.

**o'clock:** Divide the word into syllables (o'/clock) on the board. Determine that the first syllable is an open syllable and the second is a closed syllable, then write each syllable in the appropriate column on the chart, followed by the word it is part of. Write a dash to indicate the syllable's position in the word: o'– (o'clock), –clock (o'clock). After recording the syllables and complete word, invite students to practice reading them.

**seven:** Divide the word into syllables (sev/en) on the board. Determine that each syllable is a closed syllable, then write each syllable and the word it is part of in the appropriate column on the chart. Write a dash to indicate the syllable's position in the word: sev– (seven), –en (seven). After recording the syllables and complete word, invite students to practice reading them.

#### Practice Reading a Tricky Word

**birthday:** This word should be treated as a sight word. Write the word on the board and have students practice reading it. Many students will already know this word by sight.

#### Target Letter-Sound Correspondence

Foundational Skills Consolidation



#### Spectrum of Literacy

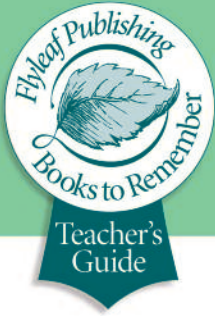
Flyleaf's Spectrum of Literacy is a comprehensive and systematic phonics scope & sequence that progresses from basic decoding to fluent independent reading.

#### Foundational Skills Purpose Statement

- I can use strategies to read words I do not know.

#### REMINDERS

- Refer to the Vowel Pattern Sort 1 Master Chart at the end of this guide for accurate word/syllable placement.
- Once the day's activity is complete, have students read back all the syllables and words that have been recorded to reinforce the spelling and reading connection.
- If identifying, sorting, and recording syllables in multisyllabic words takes too much time, write some of the multisyllabic words on the board, divide the words into syllables, and practice blending the syllables back into words without taking the time to record them on the chart.
- Save the chart created in this activity for use on Days 2–4. You will add to the syllable chart each day.



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## Word Chains

Letter Cards: s(2), p, i, n, g, u, l, o, f, r TT

Word Chain to Emphasize Initial Blends:

spins → spin → pin → pig → pug → plug → lug → log → fog → frog

Letter Cards: l, o, f, t, s, i, a, p, e, j, u, d, k,

Word Chain to Emphasize Final Blends:

loft → soft → sift → lift → list → last → past → pest →

jest → just → dust → dusk → desk

### TEACHER TIP

Note that each student will need two letter cards for this activity.

## Close Reading Instruction

Complete the Day 1 activities in the *Jen's Best Gift Ever* Close Reading Guide.

## Foundational Skills Instruction, *continued*

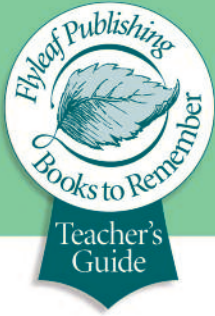
Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

### Connecting Spelling to Meaning

Inflectional Ending –s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
1	Jen <b>lifts</b> back her quilt and <b>jumps</b> from bed.	lift jump	lift + s → lifts jump + s → jumps	/s/ /s/
3	She <b>runs</b> to the calendar...	run	run + s → runs	/z/
5	"I am seven-seven, seven, seven," she <b>sings</b> as she <b>runs</b> to tell Mom and Dad.	sing run	sing + s → sings run + s → runs	/z/ /z/

### REMINDER

If possible, save the chart created in this Connecting Spelling to Meaning activity for use on Days 2–4. You can add to the chart each day.



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## Day 2

### Foundational Skills Instruction | pages 7–14

#### Vowel Syllable Pattern Sort 1, *continued*

**Words:** rug, gift, a, kitten, happy, snug, black, ribbon

#### Sorting Tips

**kitten, ribbon:** One word at a time, divide the words into syllables (kit/ten, rib/bon) on the board. Determine that each syllable is a closed syllable, then write the syllables in the appropriate column of the chart followed by the word it is part of. Remember to write a dash to indicate the syllable's position in the word: *kit-* (kitten), *-ten* (kitten), *rib-* (ribbon), *-bon* (ribbon). For *kitten* say: *When we divide the word kitten into syllables and pronounce each syllable alone, the second syllable sounds like the word ten. Pronouncing the syllable this way when we divide the word will help us remember how to spell the word. But when we read the whole word back, we need to adjust our pronunciation to make the word sound right: kitten.* For *ribbon* say: *When we divide the word ribbon into syllables and pronounce each syllable alone, the second syllable sounds like /bon/ (pronounce the syllable with a short /o/ sound). Pronouncing the syllable this way when we divide the word will help us remember how to spell the word. But when we read the whole word back, we need to adjust our pronunciation to make the word sound right: ribbon.* Invite students to practice reading the syllables and words after they have been recorded on the chart.

**happy:** Divide the word into syllables (hap/py) on the white board. Determine that the first syllable is a closed syllable and the second is an open syllable, then write each syllable and the word it is part of in the appropriate column of the chart. Write a dash to indicate each syllable's position in the word: *hap-* (happy), *-py* (happy). After recording the syllables and complete word, invite students to practice reading them.

#### Phoneme-Grapheme Mapping

**Words:** snags, twists, desk, quilt, drags, strand

#### Mapping Tips

**snags, twists:** Tap five and six sound boxes in the grid. Ask students to segment the word into sounds as you guide them to write one sound in each box. Guide students in adding the inflectional ending *-s* to form the third person singular.

**quilt:** Tap five sound boxes in the grid. Explain to students that the /kw/ blend will need two boxes because it will be spelled with the letter *q* for the /k/ sound and the letter *u* for the /w/ sound.

**drags:** Tap five sound boxes in the grid. Guide students in using the letter *d* to spell the first sound in the consonant cluster sound /jr/. Guide students in adding the inflectional ending *-s* to form the third person singular.

**strand:** Tap six boxes in the grid. Monitor to be sure students hear and/or feel all of the sounds in the initial triple blend, *str*, and the final blend, *nd*. Then direct students to write the letters in separate boxes.

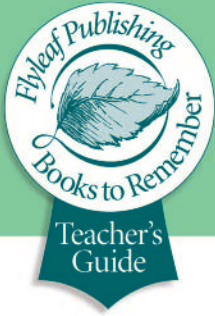
#### REMINDEES

- Use the chart started on Day 1 for the Days 2–4 Vowel Pattern Sort activity and the Connecting Spelling to Meaning activity.
- Once the day's activity is complete, have students read back all the words that have been recorded to reinforce the spelling and reading connection.

s	n	a	g	s		snags
t	w	i	s	t	s	twists
d	e	s	k			desk
q	u	i	l	t		quilt
d	r	a	g	s		drags
s	t	r	a	n	d	strand

#### REMINDEES

- For explicit instruction on how to map a word with no instruction noted here, refer to the model lesson.
- Be sure to map words exactly as they are mapped on the sample grid.
- Once the activity is complete, have students read back all the words they have mapped to reinforce the spelling and reading connection.



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## Close Reading Instruction

Complete the Day 2 activities in the *Jen's Best Gift Ever* Close Reading Guide.

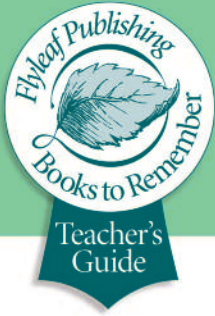
## Foundational Skills Instruction, *continued*

Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

### Connecting Spelling to Meaning, *continued*

Inflectional Ending –s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
7	Just as Jen <b>gets</b> to Mom and Dad's bed she <b>stops</b> ...	get stop	get + s → gets stop + s → stops	/s/ /s/
11	She <b>lifts</b> the lid...	lift	lift + s → lifts	/s/





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## Day 3

### Foundational Skills Instruction | pages 15–24

#### Vowel Syllable Pattern Sort 1, *continued*

**Words:** I, name, hidden, cannot, out, pulls, strand, drags, snags, twists, flips

#### Sorting Tips

**name, out:** Working on one word at a time, determine that *name* and *out* each have two vowels. Write the words in the “more than one vowel” section of the chart and invite students to practice reading them.

**hidden:** Divide the word *hidden* into syllables (hid/den) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is part of in the appropriate column of the chart. Write a dash to indicate the syllable’s position in the word: *hid-* (*hidden*), *-den* (*hidden*). After recording the syllables and words, invite students to practice reading them.

**cannot:** Identify the word *cannot* as a compound word, then divide it into syllables (can/not) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is part of in the appropriate column of the chart. Write a dash to indicate the syllable’s position in the word: *can-* (*cannot*), *-not* (*cannot*). After recording the syllables and words, invite students to practice reading them.

**pulls:** Confirm that the word *pulls* has neither a short vowel nor long vowel pronunciation. Then say: *The word pulls only has one vowel, but the vowel is not pronounced as we would expect, so we can say it has an irregular pronunciation. I will record the word pulls in the “irregular pronunciation” section of the chart. Writing it here on our chart will help us remember how to pronounce and read it when we see it in a book.* Invite students to practice reading the word.

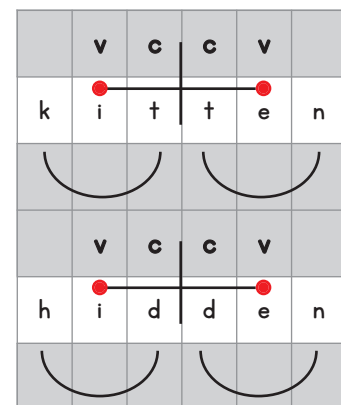
#### Phoneme-Grapheme Mapping: Rabbit Word Strategy

**Words:** kitten, hidden

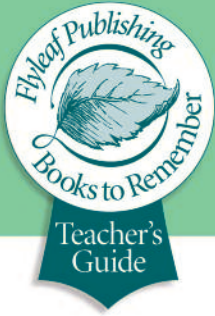
**REMINDER**  
Once the day’s activity is complete, have students read back all the words that have been recorded to reinforce the spelling and reading connection.

#### Rabbit Word Strategy

1. Identify the vowels in the word and make a red dot above each vowel.
2. Connect the dots with a straight line.
3. Label each of the vowels with a V (write above the dots).
4. Identify the letters between the vowels as consonants and label them each with a C.
5. Recognize the pattern as VCCV and dissect the word by drawing a vertical line between the two consonants.
6. Draw a loop under each syllable.
7. Read each syllable.
8. Blend the syllables to read the word.



**REMINDER**  
Save the phoneme-grapheme map created in this activity for use on Day 4.



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## Close Reading Instruction

Complete the Day 3 activities in the *Jen's Best Gift Ever* Close Reading Guide.

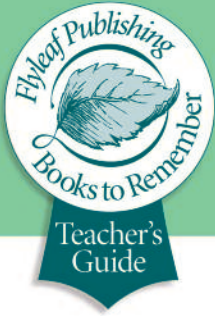
## Foundational Skills Instruction, *continued*

Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

### Connecting Spelling to Meaning, *continued*

Inflectional Ending –s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
17	...the kitten <b>jumps</b> ...	jump	jump + s → jumps	/s/
17	He <b>lands</b> on the rug and <b>runs</b> ...	land run	land + s → lands run + s → runs	/z/ /z/
21	She <b>pulls</b> a strand of ribbon from the gift box.	pull	pull + s → pulls	/s/
23	Jen <b>drags</b> the ribbon on the rug...	drag	drag + s → drags	/z/
23	The kitten <b>runs</b> out and <b>snags</b> the ribbon.	run snag	run + s → runs snag + s → snags	/z/ /z/
23	He jumps and <b>twists</b> and <b>flips</b> as he runs after it.	twist flip	twist + s → twists flip + s → flips	/s/ /s/





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## Day 4

### Foundational Skills Instruction | pages 25–28

#### Vowel Pattern Sort 1, *continued*

**Words:** frolic, so, spins, until, rest, lap, thanks, best, ever

#### Sorting Tips

**frolic, until:** Working with one word at a time, divide the words into syllables (frol/ic, un/til) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is part of on the chart. Write a dash to indicate each syllable's position in the word: *frol-* (*frolic*), *-ic* (*frolic*), *un-* (*until*), *-til* (*until*). After recording the syllables and words, invite students to practice reading them.

#### Phoneme-Grapheme Mapping: Rabbit Word Strategy, *continued*

**Words:** blanket, ribbon, until

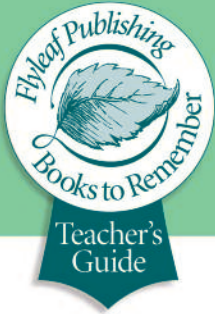
#### REMINDER

Once the day's activity is complete, have students read back all the words that have been recorded to reinforce the spelling and reading connection.

#### Rabbit Word Strategy

1. Identify the vowels in the word and make a red dot above each vowel.
2. Connect the dots with a straight line.
3. Label each of the vowels with a V (write above the dots).
4. Identify the letters between the vowels as consonants and label them each with a C.
5. Recognize the pattern as VCCV and dissect the word by drawing a vertical line between the two consonants.
6. Draw a loop under each syllable.
7. Read each syllable.
8. Blend the syllables to read the word.

		v	c	c	v	
b	l	a	n	k	e	t
┌───────────┐			┌───────────┐			
		v	c	c	v	
r	i	b	b	o	n	
┌───────────┐			┌───────────┐			
		v	c	c	v	
u	n	t	i	l		
┌───────────┐			┌───────────┐			



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## Close Reading Instruction

Complete the Day 4 activities in the *Jen's Best Gift Ever* Close Reading Guide.

## Foundational Skills Instruction, *continued*

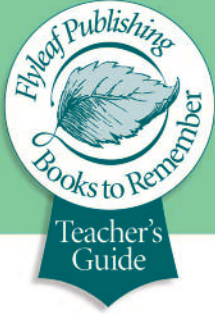
Finish the day's instruction with a Connecting Spelling to Meaning activity. This will ensure that students are able to connect the spelling of words to their meaning based on the text they have just read.

### Connecting Spelling to Meaning, *continued*

Inflectional Ending –s as a Tense Marker				
Page	Example from the book	Base verb	Word sum	Pronunciation of ending
25	Jen <b>tells</b> Emma.	tell	tell + s → tells	/z/
27	Frolic <b>runs</b> and <b>jumps</b> and <b>flips</b> and <b>spins</b> until he has to rest.	run jump flip spin	run + s → runs jump + s → jumps flip + s → flips spin + s → spins	/z/ /s/ /s/ /z/
27	She <b>thanks</b> Mom and Dad.	thank	thank + s → thanks	/s/







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## Post-Reading

Once you have completed Foundational Skills and Close Reading instruction for this book, monitor skill development, specifically the reading of initial and final blends, with the assessment below. Use a blank sheet of paper to cover everything other than the Progress Monitoring Assessment chart, and then ask students to read the words in each column. Record student responses on individual response sheets found in the Blackline Master section of this guide.

### TEACHER TIPS

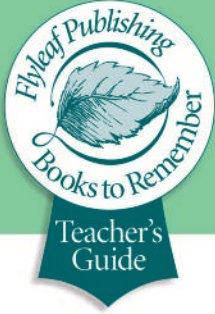
- **Pattern Being Assessed**  
Initial and final blends.
- For your own teaching knowledge, consonant blends can also be referred to as consonant clusters.

## Progress Monitoring Assessment TT

Target Letter-Sound Correspondence	Nonsense Words	Real Words	High-Frequency Puzzle Words
	flob	flaps	out
	twelt	twist	she
	frust	desk	so
	strask	lift	they
	quimp	quilt	pulls

## Oral Reading Fluency Assessment and Miscue Analysis

A passage for oral reading fluency and miscue analysis is available for each book in the Blackline Master section of this guide.



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## Vowel Pattern Sort 1 Master Chart

Open Syllable V	Closed Syllable VC				Not an Open or Closed Syllable
<p><b>Day 1</b> she o'– (o'clock)</p> <p><b>Day 2</b> a –py (happy)</p> <p><b>Day 3</b> l he</p> <p><b>Day 4</b> so</p>	<p><b>Day 1</b> lifts quilt next –clock (o'clock) desk last sev– (seven) –en (seven) tell six* just up Jen bed back jumps runs</p>	<p><b>Day 2</b> rug gift kit– (kitten) –ten (kitten) hap– (happy) snug black rib– (ribbon) –bon (ribbon) gets Mom Dad stops big box top sis– (sister) lid soft</p>	<p><b>Day 3</b> hid– (hidden) –den (hidden) can– (cannot) –not (cannot) strand drags snags twists flips lifts will asks hands lands rug runs un– (under) plan af– (after)</p>	<p><b>Day 4</b> frol– (frollic) –ic (frollic) spins un– (until) –til (until) rest lap thanks best ev– (ever) on– (onto)</p>	<p><b>More than one vowel or r-controlled vowel</b></p> <p><b>Day 1</b> (no words)</p> <p><b>Day 2</b> they –ter (sister)</p> <p><b>Day 3</b> name out –der (under) –ter (after)</p> <p><b>Day 4</b> –er (ever) for</p> <p><b>Irregular pronunciation</b></p> <p><b>Day 1</b> from to the</p> <p><b>Day 2</b> (no words)</p> <p><b>Day 3</b> pulls what</p> <p><b>Day 4</b> –to (onto)</p>

\*Words printed in black typeface are recommended for the Vowel Pattern Sort activity. If those words are too challenging for students, or if students need extra practice with high-frequency words, use words printed in gray typeface.