Deliver Day 1–4 instruction to help students read the words they will encounter in the book *The Sunset Pond*. 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**

**Introduce Target Letter-Sound Correspondence**

Reading Series One books are designed to consolidate knowledge of English phonics and spelling patterns; build automaticity with CV C, 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: be, just, he, to, west, sunset, dusk, may, down, begun, daffodils, half

**Sorting Tips**

- sunset: Identify the word *sunset* as a compound word, then divide it into syllables (*sun/set*) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is a part of in the appropriate column on the chart, writing a dash to indicate each syllable’s position in the word: *sun*– (*sunset*), –*set* (*sunset*). After recording the syllables and complete word, invite students to practice reading them.

- may: Model the identification of the word as having more than one vowel by saying: *We know that a, e, i, o, and u are vowels but sometimes the letters y and w act like vowels.* Since the word *may* has an *ay* vowel combination, we can say that the word has two vowels. Model how to write *may* in the “more than one vowel” section of the chart. Many students will recognize the word *day* by sight. Remind them that if they can read *day*, they can also read *may*. Invite students to practice reading the word.

- down: Model the identification of the word as having more than one vowel by saying: *I know that the vowels are a, e, i, o, and u but sometimes the letters y and w act like vowels.* Since the word *down* has an *ow* vowel combination, we can say that the word has two vowels. Since the word has more than one vowel, I will write it in the “more than one vowel” section of the chart. Invite students to practice reading the word.

- daffodils: Divide the word *daffodils* into three syllables (*daff/o/dils*) on the board. Identify the vowel pattern in each of the syllables—closed (VC), open (V), closed (VC)—then write each syllable as well as the word it is a part of in the correct column of the chart: *daff*– (*daffodils*), –*fo*– (*daffodils*), –*dils* (*daffodils*). Say: *When we divide the word daffodils into syllables and pronounce each syllable alone, the second syllable sounds like /fo/ (pronounced like the word go). 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: daffodil.* Invite students to practice reading the word.

**Practice Reading a Tricky Word**

- half: Write the word *half* on the board. Say: *In the word half, the letter l is silent. Say the word with me: half.*
Word Chains
Letter Cards: j, u, s(2), t, e, w, p, a, f, r, g

Word Chain to Emphasize Final s:
just → jest → west → pest → past → fast →
fat → rat → rap → rasp → grasp → grasps

Letter Cards: s(2), k, i, p, l, m, w, u, a, c, t, o, e

Word Chain to Emphasize Initial s Blends:
skip → slip → slim → swim → swim → swam → scam →
scat → slat → spat → spot → stop → step → steps

Close Reading Instruction
Complete the Day 1 activities in The Sunset Pond 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

<table>
<thead>
<tr>
<th>Inflectional Ending –s or –es as Tense Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**TEACHER TIP**
Note that each student will need two letter s cards for this activity.

**TEACHER TIP**
In this chain, there is one change that requires switching the positions of sounds (spot → stop). Cue students for this change by saying: The next change is tricky because this time the change happens by moving two consonant sounds in the word to a different position to make a new word. Scaffold students to hear the sounds and make the necessary card position switch.

**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.
Day 2

Foundational Skills Instruction | pages 7–12

**Vowel Pattern Sort 1, continued**

Words: wet, picks, yells, swims, stick, a, huffs, grasps, drops

**Phoneme-Grapheme Mapping**

Words: stick, drops, drifts, glints, grasps

**Mapping Tips**

**stick**: Tap four sound boxes in the grid. Be sure students hear and/or feel all of the sounds in the *st* blend and write the *s* and *t* in separate boxes. Monitor to be sure students are using the digraph *ck* for the */k/* sound, and scaffold as necessary to ensure that they are writing it in one box because it represents only one sound.

**drops**: Tap five sound boxes in the grid. Monitor that students are using the letter *d* to spell the first sound in the consonant cluster sound */jr/*. Say: *When we say the blend at the beginning of drops, we hear a */jr/* sound, but we spell it *dr*.* Direct students to write the *d* and the *r* in separate boxes. Monitor to be sure that students are adding the plural –*s*.

**drifts, glints, grasps**: Tap six sound boxes in the grid. Be sure that students hear all of the sounds and record all of the letters to spell the initial and final blends and third person singular endings.

<table>
<thead>
<tr>
<th><em>s</em></th>
<th><em>t</em></th>
<th><em>i</em></th>
<th><em>ck</em></th>
<th>stick</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>d</em></td>
<td><em>r</em></td>
<td><em>o</em></td>
<td><em>p</em></td>
<td><em>s</em></td>
</tr>
<tr>
<td><em>d</em></td>
<td><em>r</em></td>
<td><em>i</em></td>
<td><em>f</em></td>
<td><em>t</em></td>
</tr>
<tr>
<td><em>g</em></td>
<td><em>l</em></td>
<td><em>i</em></td>
<td><em>n</em></td>
<td><em>t</em></td>
</tr>
<tr>
<td><em>g</em></td>
<td><em>r</em></td>
<td><em>a</em></td>
<td><em>s</em></td>
<td><em>p</em></td>
</tr>
</tbody>
</table>

**REMININDERS**

- 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.

- 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.
Day 2, continued

Close Reading Instruction
Complete the Day 2 activities in *The Sunset Pond* 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

<table>
<thead>
<tr>
<th>Page</th>
<th>Example from the book</th>
<th>Base verb</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Matt picks up a stick and tosses it...</td>
<td>pick</td>
<td>toss + es → tosses</td>
<td>/s/ /iz/</td>
</tr>
<tr>
<td>7</td>
<td>“Jump in, Bud,” yells Matt.</td>
<td>yell</td>
<td>yel + s → yells</td>
<td>/z/</td>
</tr>
<tr>
<td>9</td>
<td>Bud jumps in the pond and swims fast.</td>
<td>jump</td>
<td>swim + s → swims</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>9</td>
<td>He huffs and puffs as he grasps it...</td>
<td>huff</td>
<td>puff + s → puffs</td>
<td>/s/ /s/ /s/</td>
</tr>
<tr>
<td>11</td>
<td>Bud drops the stick in front of Matt...</td>
<td>drop</td>
<td>drop + s → drops</td>
<td>/s/</td>
</tr>
<tr>
<td>11</td>
<td>Matt pats him and tells him...</td>
<td>pat</td>
<td>pat + s → says</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>11</td>
<td>Bud wags big wet drips on Matt’s legs and hands.</td>
<td>wag</td>
<td>wag + s → wags</td>
<td>/z/</td>
</tr>
</tbody>
</table>

Day 3

Foundational Skills Instruction | pages 13–22

Vowel Pattern Sort 1, continued
Words: then, scans, frog, what, bull, quick, clump, hidden

Sorting Tips
*hidden*: Divide the word into syllables (hid/den) on the board. Identify each syllable as a closed syllable, then write each syllable and the word it is a part of in the appropriate column on the chart. Write a dash to indicate the syllable's position in the word: hid-(hidden), -den (hidden). After recording the syllables and complete word, invite students to practice reading them.
Phoneme-Grapheme Mapping: Rabbit Word Strategy
Words: hidden, sunset, cannot

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.

Close Reading Instruction
Complete the Day 3 activities in The Sunset Pond 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

<table>
<thead>
<tr>
<th>Page</th>
<th>Example from the book</th>
<th>Base verb</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Just then Bud stops and scans the pond.</td>
<td>stop</td>
<td>stop + s (\rightarrow) stops</td>
<td>/s/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>scan</td>
<td>scan + s (\rightarrow) scans</td>
<td>/z/</td>
</tr>
</tbody>
</table>
Day 4

Foundational Skills Instruction | pages 23–31

Vowel Pattern Sort 1, continued
Words: swims, dock, naps, rocks, glints, duck, still, visit, for

Sorting Tips
visit: Divide the word into syllables (vis/it) 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 on the chart. Write a dash to indicate the syllable’s position in the word:
vis– (visit), –it (visit). After recording the syllables and complete word, invite students to practice reading them.

for: Confirm that for is neither a closed syllable nor an open syllable. Then say: in the word for, the letter r changes the sound the vowel o makes. Because of this, or is an r-controlled vowel pattern, so I will write for in the “r-controlled vowel” section of the chart. After recording the word, invite students to practice reading it.

Phoneme-Grapheme Mapping to Focus on Blends

Words:
w e t/w est
h a d/h an d
p o p/p l o p
s i p/s lip

Close Reading Instruction
Complete the Day 4 activities in The Sunset Pond 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 or –es as Tense Markers |
|---|---|---|---|
| Page | Example from the book | Base verb | Word sum | Pronunciation of ending |
| 23 | Bud **naps** as Matt **skips** rocks on the pond. | naps | nap + s → naps | /s/ |
| 25 | As the sun **slips**… the pond **glints** red and pink. | slip | slip + s → slips | /s/ |
| 25 | A duck **lands** on the pond and **drifts** in the sunset. | land | land + s → lands | /z/ |
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 s 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.

Progress Monitoring Assessment

<table>
<thead>
<tr>
<th>Target Letter-Sound Correspondence</th>
<th>Nonsense Words</th>
<th>Real Words</th>
<th>High-Frequency Puzzle Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>jusk</td>
<td>scans</td>
<td>may</td>
</tr>
<tr>
<td></td>
<td>mask</td>
<td>swim</td>
<td>down</td>
</tr>
<tr>
<td></td>
<td>resp</td>
<td>steps</td>
<td>for</td>
</tr>
<tr>
<td></td>
<td>drist</td>
<td>spots</td>
<td>into</td>
</tr>
<tr>
<td></td>
<td>slock</td>
<td>slug</td>
<td>what</td>
</tr>
</tbody>
</table>

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.
# Decodable Literature Library Foundational Skills Guide

## Reading Series 1: The Sunset Pond

### Foundational Skills Consolidation

<table>
<thead>
<tr>
<th>Open Syllable V</th>
<th>Closed Syllable VC</th>
<th>Not an Open or Closed Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be– (begun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>–fo– (daffodils)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 3</strong> (no words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 4</strong> (no words)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*