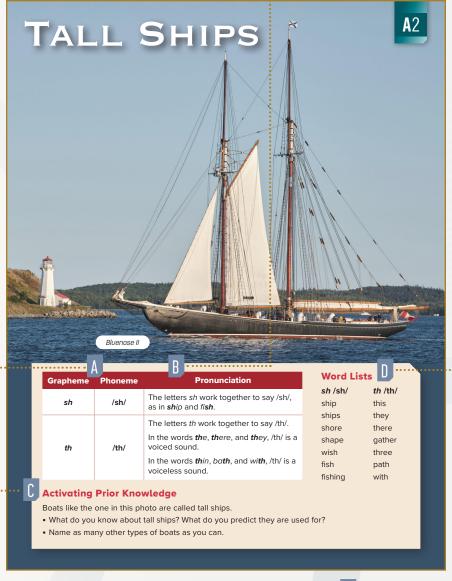
### A Focus Phonics

The phonics focus of the lesson—the focus grapheme(s) and phoneme(s)—is shown here. Notice that phonemes are shown within forward slashes.

#### •B Pronunciation

The pronunciation of the phonemes is explained fully for students. The lesson guides you in reading and discussing this section with students.



#### **Activating Prior Knowledge**

Each student card provides prompts or questions to help students consider what they know about the topic before reading the passages, tapping into their knowledge and lived experience, and activating their interest in the topic. Always be sure to read the prompts aloud to students, as they are not decodable.

### D Word Lists .....

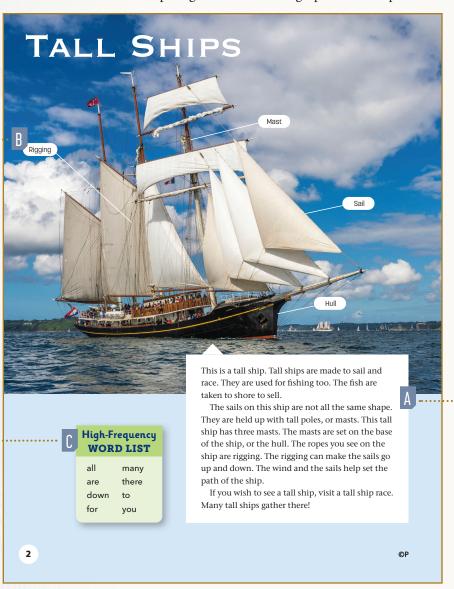
Each of the lesson's focus GPCs has a corresponding word list. Most often, the words are included in the reading passage on page 2. Some of the words may also be used in page 3 text or in the Application activities.

### A Decodable Text ·····

The reading passage on page 2 is highly decodable text that provides students with the opportunity to read words with each focus grapheme in context. You may choose to read the decodable text aloud to students before asking them to read it independently; this will lead to greater success and increased confidence. This passage uses each focus grapheme multiple times.

# B Visuals .....

On pages 2 and 3, engaging photos (with captions or labels as appropriate) support comprehension of the reading passage and sometimes provide additional information. Labelled maps and diagrams are also included on some student cards.

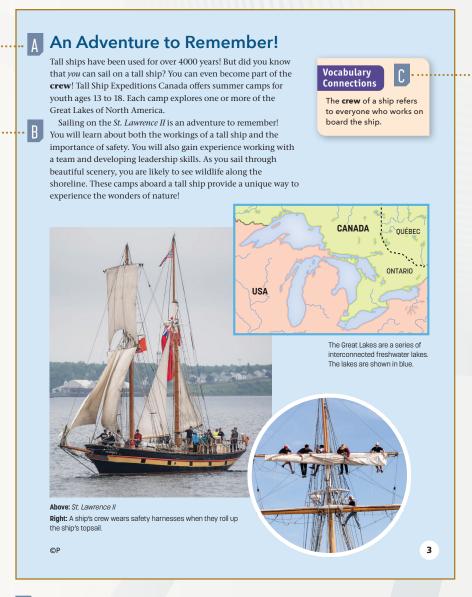


#### C High-Frequency Word List

To ensure the decodable passages are engaging and appropriate for students, some high-frequency words are used. The lesson guides you to read this word list with students before they encounter these words in the passage

### · A Shared Reading Passage

The passage on page 3 is intended for shared reading. After reading the text *to* students, you may invite students to read portions of the text *with* you. Keep in mind that this text is more challenging for students, compared to the highly decodable passage on page 2. *Note:* When reading any text aloud to students, be sure to model fluent and expressive reading



#### Text Features

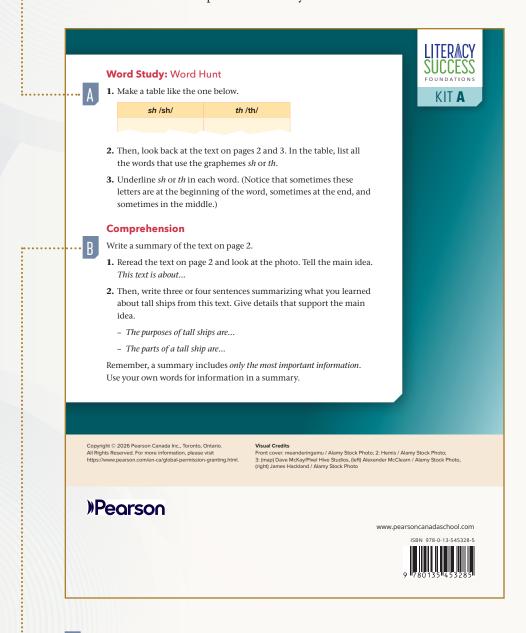
The Vocabulary Connections text feature appears on page 3 of most student cards and defines a vocabulary word in bold in the text. Other text features, such as "Did You Know?" sidebars, are included as appropriate.

#### B Text Forms

The page 3 passages provide students with the opportunity to read text in a variety of forms, such as question-and-answer format, first-person narrative, and procedural text.

### Mord Study

Each student card includes a Word Study activity connected to the phonics focus. Students can complete this activity in their notebook.



### B Comprehension

Each student card includes a Comprehension task. This activity is connected to the Comprehension Focus for the lesson. Sometimes the activity is oral and you discuss it with students. Sometimes the activity requires students to write a response in their notebook.