



The Science of Reading and BJU Press

Educators know that **reading is foundational to all learning**. Christian educators have a special burden to develop students that can read, think, and evaluate well. The Science of Reading research is offering educators knowledge and clarity to develop reading to help prepare students for a lifetime of learning.

What is the Science of Reading (SOR)?

The Science of Reading is *not* a curriculum, a work of legislation, or even a list of standards. **The Science of Reading is a collection of best practices in reading instruction to help all students.** This research

- has accumulated over the **past several decades** (not the latest fad).
- provides educators with the **best methods** to teach reading.
- **continues to develop** as educators and scientists conduct new research.
- is best organized or understood using **Scarborough’s Reading Rope**.

Examining the Reading Rope

Word Recognition

Word recognition is a child’s ability to automatically decode words. Word recognition is foundational to reading comprehension. The three components of word recognition are **phonological awareness, decoding, and sight recognition**.

Phonological Awareness

What It Is

Phonological awareness is a child’s consciousness of sounds and the ability to play with them in language (Paulson & Moats, 2010). A big part of phonological awareness is **phonemic awareness**, a child’s ability to orally manipulate individual sounds, or *phonemes*, in spoken words (Kilpatrick, 2015). There are easier and harder ways to manipulate sounds.

Phonemic awareness deals only with the sounds that make up words, not the symbols that represent them. Phonics combines sounds and symbols. Research shows that integrating *phonemic awareness* with *phonics* is the best instruction.

- **Phoneme isolation:** hearing individual sounds in words (e.g., cat starts with a “k” sound)
- **Blending:** putting individual sounds together to make words
- **Segmentation:** splitting up words into individual sounds (e.g., cat, “k”/“a”/“t”)
- **Addition:** adding a sound to a word to make a new word (e.g., add “s” to “cat” to get “scat”)
- **Deletion:** taking a sound away from a word to make a new word (e.g., take away “c” from “scat” to get “sat”)
- **Substitution:** replacing a sound in a word with a different sound (e.g., take away “s” in “sat,” replace it with “m” to make “mat”)

What It Looks Like

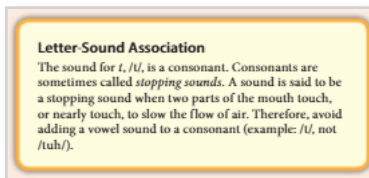
Systematic explicit phonemic awareness begins with **orally** blending and segmenting words. Then the oral instruction is applied with the phonics instruction. Phonemic awareness can also involve teaching students letter-sound associations, possibly using hand signals to help students manipulate sounds, or other strategies. There is extensive

interaction between the teacher and the student as the teacher guides students to manipulate sounds. Phonemic awareness can be merged with phonics using letter cards. Click below to watch how the different levels of phonemic awareness are taught and how phonemic awareness and phonics can be taught together.

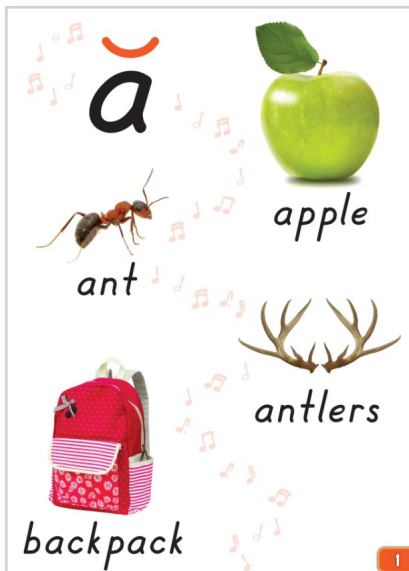
<https://vimeo.com/1099334538/436b7e2c7f>

What BJU Press Is Doing

BJU Press is working to build systematic, explicit instruction in phonemic awareness. Instruction starts at the lowest levels of phonemic awareness with phoneme isolation and progresses to higher levels for all phonics patterns. In kindergarten, we give diligent attention to the way that students **articulate sounds and form letters** to lay a good foundation in phonemic awareness. Students also learn letter-sound correspondence in kindergarten. Students practice forming letters to develop **handwriting fluency**. Here are a few examples of how BJU Press instructs in phonemic awareness.



(Focus on Fives Teacher Edition, 4th ed., p. 45)



(Focus on Fives Visuals, 4th ed., p. 1)

Activities pages 3-4 **2**

Instruct

The Letter I
Use **guided instruction** to introduce the letter *i*.

1. Direct attention to uppercase *I* and lowercase *i* on the Pre-Cursive Handwriting Wall Charts.
2. Display Phonics Song PS9: *i* and review the featured words that start with */i/*. Remind the students that the letter *i* is a vowel.
3. Guide the students in phoneme isolation. Direct them to listen to the following words and pretend to scratch an itch on their arms when they hear a word that begins with */i/* as in *itch*.

insect	instrument
in	ill
pan	after
if	important
taste	orange

High-Frequency Words
Use **sound boxes** or **highlight irregular sounds** to review the word [here](#).

(Reading 1:Travels Together Teacher Edition, 5th ed., p. 11)

Phonics

Phonemic Awareness and Phonics Objectives

PA31.1 Isolate medial-vowel phonemes.

P31.1 Identify special vowels *ey* and *y* as /ē/.
P31.2 Decode words with *ey* and *y* as /ē/.

Printed Resources

- Visuals PB-14: Long-Vowel Pattern Cards, *ā*, *ē*, *ī*, *ō*, and *ū*

Engage

Phonemic Awareness

Guide the students in **isolating** the medial (vowel) sound in a word. State the word. Lead the students in saying the word then in the medial sound.

- T: **gave** S: *gave*, /ā/
- T: **hide** S: *hide*, /ī/
- T: **sleep** S: *sleep*, /ē/
- T: **flute** S: *flute*, /ū/
- T: **phone** S: *phone*, /ō/

Phonics

Phonemic Awareness and Phonics Objectives

PA1.1 Identify pairs of rhyming words.

P1.1 Identify letter-sound correspondences.

P1.2 Sequence words in alphabetical order.

Printed Resource

- Visuals: Alphabet Cards

Materials

- Entire alphabet for display

Engage

Phonemic Awareness

Guide the students in a **hand motion activity** to identify word pairs that rhyme. Say each pair of words and instruct the students to repeat the words. Instruct the students to give a thumbs-up for word pairs that rhyme and a thumbs-down for word pairs that do not rhyme.

- T: **sit, fit** S: *sit, fit*, thumbs-up
- T: **man, pin** S: *man, pin*, thumbs-down
- T: **mad, sad** S: *mad, sad*, thumbs-up
- T: **jump, pump** S: *jump, pump*, thumbs-up
- T: **dad, dip** S: *dad, dip*, thumbs-down

Phonics

Phonemic Awareness and Phonics Objectives

PA42.1 Substitute initial phonemes to make new words.

P42.1 Identify the vowel team *oo* as /ō/.
P42.2 Decode words with vowel team *oo* as /ō/.

Printed Resources

- Differentiated Phonics Skills Lesson Template
- Visuals: Phonics Characters Miss Long, Miss Silent
- Visuals PB-P14: Long-Vowel Pattern Cards, *ā*, *ē*, *ī*, *ō*, and *ū*
- Activities: Differentiated Phonics Skills Lessons 17–18, pp. 363–64
- Assessments: Phonics Progress Monitoring Tool

Engage

Phonemic Awareness

Guide the students in **substituting** an initial phoneme to make a new word. State the word. Lead the students in saying the word. Tell the students the phoneme (sound) to be changed at the beginning. Lead the students in saying the new word.

- T: **pot** S: *pot* T: **change** /p/ to /h/ S: *hot*
- T: **hip** S: *hip* T: **change** /h/ to /ch/ S: *chip*
- T: **chain** S: *chain* T: **change** /ch/ to /r/ S: *rain*
- T: **run** S: *run* T: **change** /r/ to /s/ S: *sun*
- T: **sing** S: *sing* T: **change** /s/ (unvoiced) S: *thing*

(Reading 2: Expeditions Teacher Edition, 4th ed., pp. xxiv, 14, 172, 226)

Decoding

What It Is

Decoding is the skill of translating text on a page into recognizable words. Decoding connects phonemic awareness to the symbols used to represent words. At the beginning, students may sound out words by isolating and blending phonemes until their reading becomes increasingly automatic. Instructing students in decoding involves teaching them phonics skills. **Phonics** is the instruction of how letters or groups of letters blend to make words.

What It Looks Like

Phonics instruction is based on the 6 syllable types—listed in order from simple to complex (V = vowel, C = Consonant):

- closed syllable patterns (VC, e.g., *sun*),
- silent *e* patterns (VCe, e.g., *home*),
- open syllable patterns (V, e.g., *me*),
- two-vowel patterns (VV, e.g., *mail*),
- r*-influenced vowel patterns (e.g., *her*), and
- consonant-*le* patterns (e.g., *wiggle*).

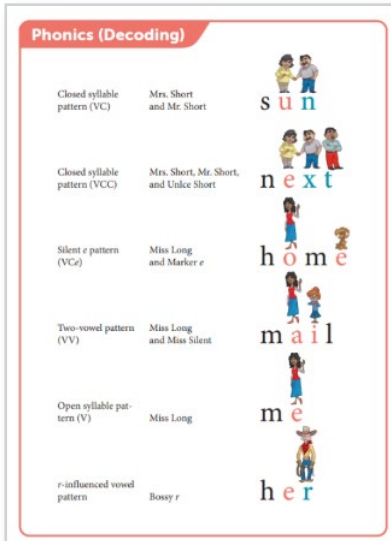
Phonics instruction should **explicitly and systematically** progress from simple to complex.

Teachers use **decodable texts** to give students practice in decoding words that follow the rules of the syllable patterns. The purpose of these texts is to practice specific phonics skills. Publishers can help teachers effectively practice phonics skills by providing carefully controlled texts. Leveled readers, however, can lead students to guess words rather than decoding them and can stunt growth in reading.

Teachers also should assess students regularly to see which phonics skills they have mastered and which phonics skills need some instruction. Phonics instruction should be **targeted** to help each student build skills in all 6 syllable types. Phonics should also be linked with **spelling** instruction.

What BJU Press Is Doing

BJU Press uses a series of fun cartoon characters to illustrate the six syllable types in ways that are visual and memorable for students as they manipulate combinations of letters to learn phonics skills. These syllable types are taught to students in a scope and sequence that starts with the simplest phonics skills and moves to more complex skills. This is a **structured literacy** approach. BJU Press provides decodable texts as well as complex texts. Decodable texts help students practice phonics skills with controlled text. We also provide complex, grade-appropriate texts to develop language comprehension. Here are a few examples of how BJU Press supports decoding instruction.

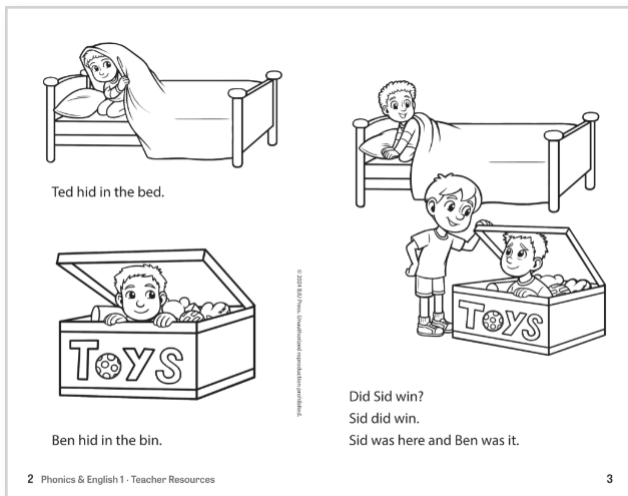


(Reading 2: Expeditions Teacher Edition, 4th ed., p. xxv)

Here's an example of decodable text to help students practice decoding skills and make word recognition increasingly automatic.



(Focus on Fives Reader, 4th ed., "Wet!")



(Phonics & English 1 digital resources, 5th ed., phonics storybook 1, pp. 2–3)

In addition to our grade-level phonics instruction, BJU Press has also developed a Phonics Assessment Tool to monitor student phonics skills development for grades 1 and 2. Lessons connected with the assessment tool offer targeted instruction to accelerate word reading.

Phonics Progress Monitoring Tool

Student Record Sheet

Name _____ Grade _____

Closed syllables with single consonants
 fid nav wol gud det Date _____
 min daz sog fum pel Score _____/10

Closed syllables with digraphs
 nish pham chon luch whck Date _____
 gith zash vock thuf leck Score _____/10

Closed syllables with blends
 trid bant prog cupc fleb Date _____
 dist grof nosk tump clea Score _____/10

Syllables with silent e
 jine bate fote mute rete Date _____
 tize hape pone pume kede Score _____/10

Syllables with r-controlled vowels
 larm shir forp murb gert Date _____
 tarl kirg gorm zurn nerb Score _____/10

Syllables with vowel teams

(Reading 2: Expeditions Assessments, 4th ed., p. 3)

The Best Trip

I will read and write words with closed syllables.

Highlight words with closed syllables. Read the highlighted words.
Read the passage.

I went on a trip. I took six bags and a box for my socks and hats. I got on a jet. The jet went fast. It was fun! I sat in the sun and saw lots of fish. I met a man with a dog that did tricks. I sent a letter to Gram and Gramps. It was the best trip!

Write the words your teacher dictates.

1. _____ 2. _____
 3. _____ 4. _____

Write the sentence your teacher dictates.

5. _____

(Reading 2: Expeditions Activities, 4th ed., p. 348)

BJU Press's Spelling series teaches students how to spell words based on a skills sequence that moves from simple to complex. For a scope and sequence of our Spelling product line, click the following link. <https://bjupress.com/pdfs/catalogs/2026-scope-and-sequence-subject.pdf>

LIST 7

Pattern Words

scaring
harvest
form
dairy
fourth
compare
startled
forth
scorekeeper
ordered
forest
supporting
adores
prairie
declare
course

Review Words

locating
admitted

Challenge Words

parent

The /ar/ sound can be spelled ar, harvest
The /ar/ sound can be spelled air or are, prairie compare
The /ar/ sound can be spelled or, or, or our, forth adorns course

WORD SORT

Sort each Pattern Word by the r-influenced vowel sound and spelling pattern. Remember to sort words with suffixes by the pattern in the base word.

/ar/

harvest
startled

Spellings for /ar/

are air

scaring dairy
compare prairie
declare

Spellings for /or/

or ore

(Spelling 4 Worktext, 5th ed., p. 26)

Sight Recognition

What It Is

Students master decoding so that the spelling and pronunciation of a word is bonded to meaning, making the word instantaneously understood. For irregular words, students practice identifying the irregular pattern in a word so that they can read irregular words with minimal effort. This is a process that develops in early learning and then becomes increasingly automatic.

What It Looks Like

Regular phonics instruction will help students be able to quickly recognize thousands of words on sight. For irregular words, a few strategies can help students recognize these words on sight.

- Segment words into sounds, identifying a letter or letters that represent each sound.
- Highlight irregular sounds in words.
- Give opportunities for reading and writing using irregular words.

What BJU Press Is Doing

BJU Press highlights high-frequency, irregular words with strategies for sight recognition. Here are a few examples of how BJU Press is supporting sight recognition.

VOCABULARY

Vocabulary Development

In each lesson in the series are listed for special study. These words are featured for various reasons: their meanings are unfamiliar, their spellings are complex, or they present a challenge to not be familiar.

In the following sentences, most children can read out the indicated word, but many children would not know its meaning.

Balloon: The boat bobbed up and down in the water.

In another sentence, most children have heard the indicated word many times, but the unusual spelling would cause them difficulty in decoding.

Bequest: Mom brought a lovely bouquet of flowers to his mother.

As an early precursor, the vocabulary words included in each lesson. When we introduce vocabulary words in context, we are teaching children a strategy for learning new words: if words that will come into their independent reading, simply telling them the meaning of a word does not teach the skill.

High-Frequency Words

Many of the most frequently used words in English have irregular spellings, and many others follow conventional spelling rules. Our goal is that students become as familiar with these high-frequency words that they can read them automatically, thus improving fluency. We will use strategies to analyze these words. We will present and the words that are spelled regularly and also highlight the words that are spelled irregularly. This process is more efficient than requiring students to memorize whole words through simple repetition.

The next section in Reading 1, a list of high-frequency words that appear in the reading series is provided. For the Teacher Edition there is a list of high-frequency words with the lessons in which each is introduced. The following are the two strategies we recommend for teaching and practicing high-frequency words.

Highlighting Irregular Sounds

1. Say the word with the syllables. ("There")
2. Segment the word into phonemes, or sounds. (T H E R E / O U G H T)
3. Count the phonemes in the word. (One each sound while touching a finger to count to five.)
4. Highlight the irregular phonemes to alert the student that this part of the word is unfamiliar or irregular pattern. ("The letter r says /r/, not /r/ or /r/.")
5. Say each phoneme while pointing to the letter.
6. Blend the phonemes. ("There")

Sound Boxes

(th ough)

1. Tap the word with the student. ("Thought")
2. Segment the word into phonemes, or sounds. (Th O U G H T)
3. Count the phonemes in the word. (Tap each sound while touching a finger to count to five.)
4. Fill in the boxes with the spellings of the phonemes.
5. Blend the phonemes. ("Thought")

(Reading 1: Travels Together Teacher Edition, 5th ed., p. xxiv)

Word Recognition Teaching Strategies

Hand Motions

To assist students in hearing and manipulating phonemes and syllables, create hand motions or use clapping. For example, say phonemes in isolation while lifting fingers, then clench the fist together when blending phonemes into a word. See the videos for *Reading 2 Differentiated Phonics* available in BJU Press Tutor. Say syllables in isolation while holding up one hand after the other, then clap the hands together when blending the syllables into a word.

Elkonin Boxes

Students who have difficulty segmenting words or isolating phonemes could benefit from using manipulatives with Elkonin boxes. Elkonin boxes (also called sound boxes) provide a visual and tactile representation of individual phonemes in a word. For instructions on how to use Elkonin boxes, see the link "Using Sound Boxes" available in BJU Press Tutor.

Identifying Syllable Types

1. Guide the students in clapping to identify the number of syllables in a word. Place dots to divide the word into syllables.
2. Guide the students in identifying any prefixes or suffixes.
3. Lead the students in identifying characteristics of the syllable types in each syllable and labeling each syllable with the syllable type. The following labels can be used:
 - VC or VCVC—closed syllables
 - V—open syllables
 - VVC—long vowel with silent e
 - VV—vowel team
 - R—r-influenced vowel pattern
 - CE—consonant plus e

High-Frequency Words (Irregular Spellings)

Highlighting Irregular Sounds

1. Say the word with the students. (*flame*)
2. Segment the word into phonemes (sounds). (*/f/ /r/ /e/ /m/*)
3. Count the phonemes (sounds) in the word. (Say each sound while touching a finger and counting to four.)
4. Highlight the irregular phonemes (sounds) to alert the student that this part of the word is unfamiliar or irregular pattern. (The letter *e* says /e/, not /i/ or /o/.)
5. Say each phoneme (sound) while pointing to the letters.
6. Blend the phonemes (sounds). (*flame*)

Sound Boxes

fl	me
fl	me

1. Say the word with the students. (*flame*)
2. Segment the word into phonemes (sounds). (*/f/ /l/ /e/ /m/*)
3. Count the phonemes (sounds) in the word. (Say each sound while touching a finger and counting to two.)
4. Fill in the boxes with the spellings of the phonemes (sounds).
5. Blend the phonemes (sounds). (*flame*)

Dictation Procedure

1. Say the word and instruct the students to repeat the word.
2. Lead the students in segmenting the word (saying each phoneme individually while tapping fingers), then saying the entire word again.
3. Instruct the students to write the word.
4. Instruct the students to check the word by pointing to each letter as they say the phoneme, then blending the phonemes together as they run their fingers from left to right under the word.

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(Reading 2: Expeditions Teacher Edition, 4th ed., p. 431)

Putting Together the Components of Word Recognition

As students develop mastery of phonological awareness, decoding, and sight recognition, their word recognition becomes increasingly automatic and their reading becomes more skilled. A measure of a student's skill in word recognition is their **reading fluency**, or how quickly and accurately they can read a passage with appropriate expression.

BJU Press offers tools such as the **Informal Reading Evaluation (IRE)** to help teachers regularly assess student reading fluency.

Administer the IRE

Suggestions

- Allow enough time (ten to fifteen minutes per student) to administer the IRE.
- Make sure the other students are fully occupied and understand that they are not to interrupt while you are working with a student.
- Set the student at ease. Make your markings on the evaluation form as unobtrusive as possible.

Instructions

1. **Oral reading and fluency:** Direct the student to read the passage aloud. Time the student's reading for one minute and mark how far he gets in the passage in one minute. Allow him to read the entire passage. As he reads from the passage, mark his miscues on the copy of the evaluation form that you have prepared for keeping his record.

Count one point for each significant miscue. Record the number on the chart.

Fluency Norms for Elementary Reading

Grade Level	Miscue (Red)	Deleted (Blue)	Substituted (Green)
1st	40	60	80
2nd	60	80	100
3rd	80	100	120
4th	100	120	140
5th	120	140	160
6th	140	160	180

Data taken from J. Hasbrouk and G. Tindal, *An Update to Correlated ORF Norms*.

reproduction prohibited.

(Reading 2: Expeditions Assessments, 4th ed., p. 3)

Language Comprehension

Language comprehension is a student's ability to construct meaning from spoken and written language. The components of language comprehension are **background knowledge**, **vocabulary**, **language structures**, **verbal reasoning**, and **literacy knowledge**.

Background Knowledge

What It Is

Background knowledge is the collection of knowledge and experiences that a student brings with him or her to the learning experience. Background knowledge is like a set of hooks on which students can hang new ideas.

What It Looks Like


Students build background knowledge by reading and hearing knowledge-building, rich texts in every discipline (both in class and life). In class, teachers provide grade-level appropriate texts from a variety of genres during classroom instruction and independent reading. Teachers read aloud texts beyond the students' reading abilities. Reading can be taught in every subject, and every subject can be taught in reading. Teachers connect instruction to students' prior knowledge and include speaking and listening activities.


What BJU Press Is Doing


BJU Press includes knowledge-building, authentic texts in our elementary reading and middle- and high-school literature product lines to help build students' knowledge. BJU Press also provides grade-level appropriate texts in the other disciplines with reading supports. Here are a few examples of how BJU Press develops background knowledge.


Dragonfly: A Funny Bug
informational text by Wendy Huffman

A dragonfly is a funny bug.
A dragonfly looks a little like a dragon.
A dragonfly can be green.




It can be blue.


It can be orange.


It has a long, thin body.
And it has big eyes on its face.
A dragonfly has big eyes.

27

(Reading 1: Travels Together, 5th ed., p. 27)

Vocabulary

What It Is

Students need explicit instruction in new words so that they can progress from being unfamiliar with a word, to familiarity, to word associations, and finally to knowing and using the word (Beck & Kucan, 2002). There are three tiers of vocabulary:

- **Tier 1:** words students use every day (e.g., *together*)
- **Tier 2:** frequently used words that appear in multiple subjects (e.g., *generous*)
- **Tier 3:** academic language specific to one subject (e.g., *metamorphosis*)

What It Looks Like

Teachers can explicitly teach new words by following a stepwise progression.

1. Review the context of the word.
2. Provide a student-friendly definition.
3. Provide opportunities for students to speak, hear, write, and say the new word. (Beck & Kucan, 2002)

What BJU Press Is Doing

BJU Press explicitly highlights vocabulary words, including both tier 2 and tier 3 words in our student editions across the disciplines. Vocabulary instruction gives the students regular opportunities to study various aspects of new words and practice speaking, reading, and writing new words in context after they have read the text.

In reading, students are encouraged to keep a vocabulary journal in which they will practice sentence writing using vocabulary words and other vocabulary development activities. Their vocabulary journals will be valuable as a reference tool and as a record of their vocabulary growth. Here's a few examples of how BJU Press supports vocabulary acquisition.

7 Student Edition pages 22–27
Activities pages 13–14

The Angry Priest

Guide a discussion to monitor comprehension. Direct the students to read pages 26–27 independently to learn who was angry at William Tyndale.

What did William say reading the Bible would do for the common man? *make him a better man*

What did the priest say people should do? *ask a priest what the Bible says*

Why do you think Martin Luther was printing Bibles in the language of the common people in Germany? *He also believed that common people should have the Bible in their own language.*

Why did the priest say William's talk was dangerous? *He was worried that William's talk was against the holy Church.*

Choose students to read aloud page 26–27.

What do you think William Tyndale will do?

What do you think will happen to William Tyndale?

How do William's actions answer the Big Question? *William knew that common people should be able to read the Bible for themselves. In wisdom, he decided to do something about that. His wise decision showed his love for people: he cared about their salvation and relationship with God.*

Apply

After Reading

Vocabulary Development

Guide a sentence-generating activity to deepen understanding of the vocabulary words.

1. Direct the students to locate the vocabulary words in the glossary.
2. Read aloud the definitions and the sample sentences.
3. Choose students to use each word in a new sentence.


Comparing Genre Features

Guide completion of Activities page 14 to compare and contrast historical fiction and biography.

No Bible?

Guide a discussion to analyze what happens when God's Word is unavailable. Read aloud Amos 8:11.

What does *famine* mean? *a terrible food shortage that causes people to starve and possibly die*



26

"So that they can read the Bible for themselves. The Bible can help them be better men." William said.

"Poor people cannot learn to read Latin! They can ask a priest about the Bible!" the priest shouted.

"But what if they cannot ask a priest? What if the priest does not know? Do you not think they should have the Bible in English?" William asked. "In Germany Martin Luther is printing Bibles in the language of the common people."

What does it mean that God says that someday there will be a famine of hearing the words of the Lord? *There will be a time when God's Word will not be available. People will suffer when God's Word is unavailable.*

44 Unit 1

(Reading 2: Expeditions Teacher Edition, 4th ed., p. 44)

BJU Press's Reading and Vocabulary product lines provide students with **morphology** instruction in chiefly tier 2 words with opportunities to interact with these words.

155 Student Edition pages 340–47
Activities pages 299–300

Phonics

Phonemic Awareness and Phonics Objectives

PA155.1 Substitute vowels to make new words.

P155.1 Build adjectives by using prefixes, base words, and suffixes.

P155.2 Form sentences containing adjectives.

Engage

Phonemic Awareness
Guide the students in substituting medial phonemes (vowels) to make a new word. State the word. Lead the students in saying the word. Tell the students the phoneme (sound) to be changed in the middle of the word. Lead the students in saying the new word.

- T: peek S: peek T: change /e/ to /i/ S: pick
- T: sign S: sign T: change /i/ to /e/ S: seen
- T: blink S: blink T: change /i/ to /k/ S: blank
- T: soul S: soul T: change /o/ to /e/ S: sell
- T: hog S: hog T: change /o/ to /u/ S: hug

Instruct

Building Adjectives with Morphemes
Use direct instruction to introduce using morphemes to build adjectives.

What is an adjective? a *describing word*

If I describe something as *broken*, what prefix would I add to mean the opposite? *un-* What is the new word? *unbroken*

If I want to describe something as "able to be used," what suffix could I use? *-able*

What is the new word? *usable*

Explain that adjectives can be built using prefixes and suffixes. Display the following word matrix:

<i>un-</i>	equal	<i>-able</i>
	kind	<i>-ly</i>
	like	

What are the base words? *equal, kind, like*

What word can I build that means "not equal"? *unequal*

What word can I build that means "done in a way that is not equal"? *unequally*

What word means "able to be liked"? *likable*

Display the word *likable* and point out that since the suffix *-able* begins with a vowel, we must drop the silent *e* when we add the suffix. What word means "the opposite of kind"? *unkind*

What word means "in a kind way"? *kindly*

Elicit other words that can be built from the matrix. Possible answers: *equally, unkindly, unlike, unlikely, likely, unlikable*

Choose students to use the following words in sentences: *unequal, likable, unkind*

Apply

Word Recognition
Guide completion of Activities page 299 to provide practice of phonics skills.

Why should I be thankful?

Reading

Reading Objectives

R155.1 Compare and contrast historical Thanksgiving traditions to today's traditions.

R155.2 Identify and make text connections.

R155.3 List reasons to be thankful. **BWS**

Biblical Worldview Shaping

- **Contentment** (apply): Christians should regularly take time to thank God for all the benefits He has provided for them. (R155.3)

Digital Resources

- Instructional Aid 3.1: *Four-Square Vocabulary Organizer*
- Link: Thanksgiving

Materials

- A glue stick for each student

Preparation

- Print Instructional Aid 3.1 for each student.

Synopsis
This informational text gives a brief history of Thanksgiving and how its former traditions compare to today's.

Engage

Learn about It
Use the link Thanksgiving to show a video about Thanksgiving to engage student interest in the topic.

Instruct

Before Reading

Big Question
Guide a discussion to introduce the Big Question. Choose a student to read aloud the Big Question on page 340. Elicit possible answers.

Compare and Contrast
Guide a discussion to review comparing and contrasting. Read aloud the "Compare and Contrast" section on the Before Reading page.

What are you doing when you compare and contrast? *thinking about how things are alike and different*

What are three other things you could compare and contrast?

866 Unit 6

(Reading 2: Expeditions Teacher Edition, 4th ed., p. 155)

For a scope and sequence of our Vocabulary product line, click the following link.
<https://bjupress.com/pdfs/catalogs/2026-scope-and-sequence-subject.pdf>



Language Structures

What It Is

Language structure includes the order of words in a sentence (syntax) and how the reader makes meaning from those words (semantics). Language structure is essential to language comprehension.

Writing is not a strand in the reading rope because reading involves decoding, and writing involves **encoding**. Researchers have developed a separate writing rope that complements the reading rope (Sedita, 2023).

- **Critical thinking:** using the writing process
- **Syntax:** grammar
- **Text Structure:** narrative, informational, and persuasive writing; writing good paragraphs; using transition words
- **Writing Craft:** strategic word choice and use of literary devices, keeping the purpose and audience in mind
- **Transcription:** handwriting, spelling, and keyboarding

What It Looks Like

Instruction in language structure involves the teaching of grammar, punctuation, and sentence structure. Instruction must be systematic and explicit, with a scope and sequence that progresses from simple to complex and spirals to systematically review concepts.

What BJU Press Is Doing

BJU Press's Writing and Grammar product line builds the basics of sentence structures and grammar, beginning with mastering writing a complete sentence in Phonics and English 1. Grammar skills continue to build through elementary. Grammar instruction is interleaved with writing practice to give students opportunities to use grammar in the context of the writing process. Here are a few examples of how BJU Press instructs in language structures.

Sentence Features


Task 1 Find the beginning capital letter and the end punctuation mark in a sentence.

A sentence has a beginning capital letter, a space between words, and an end punctuation mark.

beginning capital letter: John cleaned his room.
 spaces between words: John cleaned his room.
 end punctuation mark: John cleaned his room.

Circle the beginning capital letter and the end punctuation mark in each sentence.

1. Grandma baked a cake.
2. Do you like to eat cake?
3. Core chocolate cake.
4. Grandma and I frosted the cake.
5. We had fun!



Write the sentence correctly.

mom sweep the porch.

6. Mom sweep the porch.

the family cleaned the church.

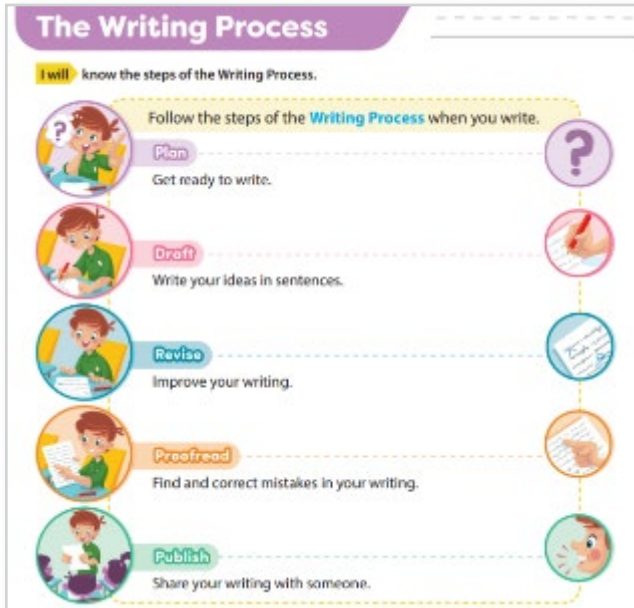
7. The family cleaned the church.

How fun her room.

(Writing and Grammar 2 Teacher Edition, 4th ed., p. 3)

BJU Press provides writing opportunities through the writing process to

- Build syntax.
- Write using a variety of text structures.
- Practice craft.
- Apply spelling and handwriting.



(*Writing and Grammar 2 Worktext, 4th ed., p. 42*)

In middle and high school, students build mastery in their writing associated with grammar skills. Each grade has a specific focus.



- **Writing & Grammar 6:** the year of **word choice**
- **Writing & Grammar 7:** the year of the **sentence**
- **Writing & Grammar 8:** the year of the **paragraph**
- **Writing & Grammar 9:** the year of **writing strategies**
- **Writing & Grammar 10:** the year of the **essay**
- **Writing & Grammar 11:** the year of **research**
- **Writing & Grammar 12:** the year of the **capstone project**

For a scope and sequence of our Writing and Grammar product line, click the following link.

<https://bjupress.com/pdfs/catalogs/2026-scope-and-sequence-subject.pdf>

In kindergarten, students practice handwriting fluency with a focus on proper pencil grip, paper positioning, and posture.



(Focus on Fives Worktext, 4th ed., p. 16)

BJU Press's Handwriting product line provides educational resources to support student handwriting fluency as part of their writing skills.



Verbal Reasoning

What It Is

Verbal reasoning is a student's ability not only to read and understand the words but also to construct meaning beyond the page. This ability requires **critical-thinking skills** of analysis, evaluation, and creation.

What It Looks Like

Verbal reasoning can involve the following learning activities:

- Identifying the main idea of a text
- Evaluating tone
- Making inferences
- Determining a theme
- Analyzing plot
- Evaluating the logic and evidence of an argument
- Reading "between the lines" of a text

The teacher can instruct in reasoning skills during skills instruction, by exposing students to rich texts, and by higher-level questions for class discussions.

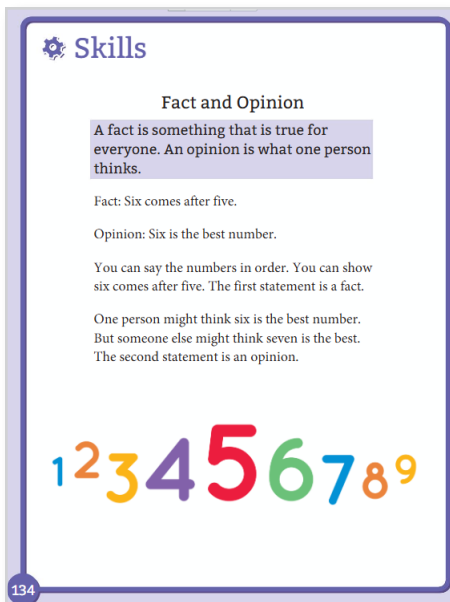
What BJU Press Is Doing

BJU Press products extensively support the development of reading skills, both in our Reading and Literature product lines, but also in Heritage Studies, Science, Math, and Bible. This is often in connection with biblical worldview shaping. In our Reading and Literature product lines, this usually happens in our “Before Reading” section. As a Christian publisher, BJU Press intentionally develops critical thinking and biblical worldview shaping through our higher order thinking questions across our subject lines. Here are a few examples of how BJU Press supports the development of verbal reasoning.



(Reading 1: Travels Together Student Edition, 5th ed., pp. 62–63)

Instruction in Reading skills also happens in other disciplines.



(Heritage Studies 1: Family and Community Student Edition, 4th ed., p. 134)

In our Reading and Literature product lines, students are exposed to a variety of engaging and rich texts across the genres.

Unit 2 Community		
108	Unit 2 Community	
111	Alfred: The Sweet-Shop Cat	Memoir James Herriot
123	Paul Bunyan	Folklore/Fair Tale Retold by Steven Zim
131	from Freedom Walkers	Narrative Nonfiction Russell Freedman
141	In Flanders Fields	Poetry John McCrae
145	Your Loyalties Are Your Life	Opinion Piece David Brooks
149	The President's Radio Address	Speech George W. Bush
153	Christmas Broadcast 1957	Speech Queen Elizabeth II
159	from Cheaper by the Dozen	Memoir Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey
167	old age sticks	Poetry e. e. cummings
171	The Monsters Are Due on Maple Street	Science Fiction/Drama Rod Serling
187	The World Is Not a Pleasant Place to Be	Poetry Nikki Giovanni
191	The Rider	Poetry Naomi Shihab Nye
195	Psalms 22	Poetry A Psalm of David
203	Writing Reflection Unit 2	
204	Unit 2 Review	

(Exploring Themes in Literature Student Edition, 5th ed., p. vi)

In our Heritage Studies product line, students evaluate primary source materials in ways that grow with the grade level to analyze speaker, occasion, audience, purpose, and tone, and teach students to do this from a biblical worldview.

Digging into History: Cliff Houses

What were the advantages of living in cliff houses?

Studying primary and secondary sources is an important part of being a historian, someone who studies history. Historians can learn about the past by studying what people have written, recorded, or created. However, they must carefully examine, or dig into, each source to understand its meaning and significance. Many historians use a method called SOAPSTone to study sources.

They try to determine the Subject, Occasion, Audience, Purpose, Speaker, and Tone of each source. Throughout this year, you will be "Digging into History" by finding the subject, occasion, audience, purpose, and speaker of different sources. Additional questions will expand your knowledge and improve your understanding of the historical time or event.

Historians believe the Ancestral Pueblo began replacing their pit houses with above-ground stone houses around AD 750. However, pit houses (now called kivas) were still built as part of their stone houses. Kivas were used for religious and cultural ceremonies.

Casa Blanca (Spanish for "White House") sits in Canyon de Chelly, Arizona, and was first discovered by J. H. Simpson in 1849. It is believed that the Ancestral Pueblo first built and occupied Casa Blanca sometime after AD 750. The Navajo occupied it later.

Look at the photo and read the description.

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Upper Part

Lower Part

Stone Walls

Adobe Walls

Plastered Walls

Plaster

Kiva

Entrances

Chimney/Like Chimney

Main Room in Cave

Back of Cave

Chapter 1: America's First People

Lesson 5 15

(Heritage Studies 5: History of America, 5th ed., pp. 13–15)

BJU Press Reading and Literature textbooks provide a variety of questions in the margins for "During Reading" to prompt verbal reasoning to help students process the text. Questions in the "After Reading" section guide the development of critical-thinking skills.

Some wounded thing, by the evidence a large animal, had thrashed about in the underbrush; the jungle weeds were crushed down and the moss was lacerated; one patch of weeds was stained crimson. A small, glittering object rose for every caught Rainford's eye and he picked it up. It was an empty cartridge.

"A twenty-two," he remarked. "That's odd. It must have been a fairly large animal too. The hunter had his nerve with him to tackle it with a light gun. No deer that the breeze put up a fight. I suppose the first three shots I heard was when the hunter flushed his quarry and wounded it. The last shot was when he tracked it here and finished it!"

QUESTION
What inferences does Rainford make in the previous paragraph?



(Fundamentals of Literature Student Edition, 3rd ed., p. 9)

In addition to questions in the Student Edition, a core distinctive of BJU Press is the development of critical thinking and verbal reasoning. These skills are developed through strategic higher-order thinking questions in the teacher edition in both Reading and Literature products to help students analyze and evaluate texts. These questions are aligned with objectives and are scaffolded using Bloom's Taxonomy and provide teachers with excellent opportunities to interact with their students and develop a biblical worldview.

23 Student Edition pages 97–101
Activities pages 45–46

Mysterious Clouds
Guide a discussion to monitor comprehension. Direct the students to read page 101 independently to find out where Brook and Mimi are going next.

What kind of cloud do Brook and Mimi see above them? bird cloud

Why do you think they call it a "cloud"?
There are so many of them in the sky that they look like a dark cloud or a rain cloud in that spot.

What four things do the starlings do together in the air? swoop, dart, turn, and float away

Where do Brook and Mimi come to next? the dense, dark woods

Why do you think Brook used to be afraid of the forest?
Why do you think she is not afraid now?
Choose students to read aloud page 101.

Apply

After Reading

Predictions
Instruct the students to turn and talk to verify the predictions they made at the end of the previous lesson. Elicit from the students the reasons behind their predictions.

Relating Experiences
Invite volunteers to tell a story to relate the characters' activities to personal experiences.

Have you gone to a family member's or friend's house in the country and taken a long walk?
What kinds of things did you observe or learn about?
Did you find any nature treasures to take

Just then, overhead—
Brook could not believe her eyes!
"There's a bird cloud flying above us!"



"Oh my!" Mimi said, "the STARLINGS are back! Such an amazing wonder."
Thousands of birds swooped, darted, and turned, somehow always staying connected. Then they floated away, as mysteriously as they came. Finally they wandered over to the dense, dark woods. Brook had always been a little afraid of the forest, but now part of her was wild, and she couldn't wait.

101

(Reading 2: Expeditions Teacher Edition, 4th ed., p. 126)

High-level questioning is a hallmark of BJU Press products, with teacher editions in other subjects having the same kind of support as Reading and Literature.

Congress Intervenes in Reconstruction

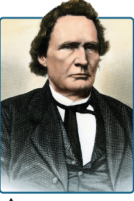
What steps did Congress take to support Reconstruction?

Republicans and Civil Rights

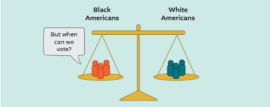
The Black Codes angered Republicans in Congress. Some of them had long opposed slavery. They had counted on the Civil War to end this injustice. If the Black Codes were to be left in place, then the Civil War had been fought in vain.

Many Republican leaders were influenced by the Bible. The Bible teaches that all people are descended from Adam. It teaches that all people are made in God's image and are equal before Him. A few Republicans wanted to see black people and white people treated with equality. They wanted black people to be given civil rights.

At this time in history, only men were allowed to vote. But the Republicans believed suffrage or voting rights, should be given to black men as well as white men. Black people were now free and should be counted as full persons, not three-fifths of a person. If black people were fully counted in the population, Southern states would gain more representatives in Congress. But if black men were not allowed to vote, they would have no say in the leaders who represented them. It would be easy for people who had supported slavery and secession to gain power in Congress.



Thaddeus Stevens, a Republican in the US House of Representatives, fought for suffrage and civil rights for black Americans.



Lesson 72: Congress Intervenes in Reconstruction
Student Edition pages 235–38
Activities pages 199–200

INSTRUCT

Republicans and Civil Rights
After reading pages 235–36, guide a **visual analysis** of the infographic at the bottom of page 235 to help students understand how black Americans were still unequal to white Americans before the law. Ask students the following questions:

What is the job of a scale? **to balance or weigh things**

Is this scale balanced? **yes (technically)**

What extra information does the caption give us? **Black men still could not vote.**

What does this reveal about the fairness of the law at the time? **Even though the Thirteenth Amendment freed slaves and the Civil Rights Act of 1866 made black people citizens, they were still not treated equally before the law. Black people were considered full persons for the purposes of representation in Congress, but black men were not allowed to vote, so they had no say in the leaders who represented them. The law claimed to promote equality, but it did not actually guarantee equality for black Americans.**

235

(Heritage Studies 5: History of America, 5th ed., p. 245)

Literacy Knowledge

What It Is

Literacy knowledge is a reader's knowledge of how printed text works. This can include

- print concepts,
- the structures and organization of texts, and
- literary genres and their unique features.

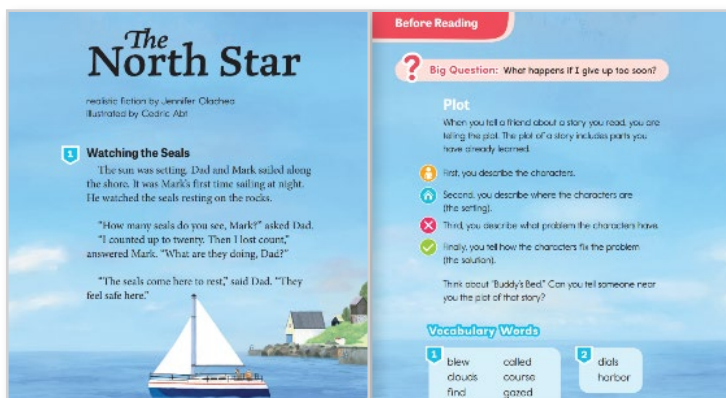
What It Looks Like

In the early grades, students are learning print concepts such as reading from left to right and from top to bottom. Students also begin to develop a knowledge of different literary genres and their features. Reading skills that apply to these features can be developed.

- Comparing and contrasting
- Problem with solution
- Cause and effect

What BJU Press Is Doing

BJU Press Reading and Literature texts have features that build student knowledge of literary genres, text features, and the structure and organization of text. Students grow in their understanding of author's craft and reader's craft and various literary devices. Lessons focus on analysis and comprehension of many different genres. Here are a few examples of how BJU Press develops literacy knowledge.



The North Star
novel by Jennifer Clotewa
Illustrated by Codric Apt

Watching the Seals
The sun was setting. Dad and Mark sailed along the shore. It was Mark's first time sailing at night. He watched the seals resting on the rocks.

"How many seals do you see, Mark?" asked Dad.
"I counted up to twenty. Then I lost count," answered Mark. "What are they doing, Dad?"

"The seals come here to rest," said Dad. "They feel safe here."

Before Reading

Big Question: What happens if I give up too soon?

Plot
When you tell a friend about a story you read, you are telling the plot. The plot of a story includes parts you have already learned.

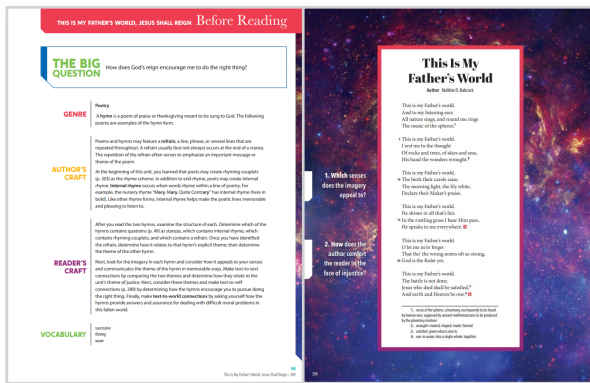
- 1 first, you describe the characters.
- 2 Second, you describe where the characters are (the setting).
- 3 Third, you describe what problem the characters have.
- 4 finally, you tell how the characters fix the problem (the solution).

Think about "Buddy's Bed." Can you tell someone near you the plot of that story?

Vocabulary Words

1 blew	colled	2 dials
clouds	course	harbor
find	gazed	

(Reading 1: Travels Together Student Edition, 5th ed., pp. 22–23)



(Exploring Themes in Literature Student Edition, 5th ed., pp. 383–392)

Putting It All Together

Success in reading does not depend on a single strand of the reading rope; all the strands need to function together to produce skilled reading. The **Simple View of Reading** describes the relationship between the two major strands of Scarborough’s Reading Rope:

$$\text{Word Recognition} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

(Gough & Tunmer, 1986). Without both word recognition and language comprehension, a reader cannot comprehend text.

For each component of reading, effective instruction is explicit and systematic. There is also a gradual transfer of responsibility in learning from the teacher to the student. Instruction with Gradual Release begins with teacher instruction (“I do”), then interactive instruction between teachers and students (“We do”), and finishes with the students working together or in groups (“You do”) (Pearson & Gallagher, 1983).

How BJU Press Uniquely Leverages the Science of Reading

BJU Press has a legacy of providing products to support teachers in teaching for understanding. We effectively combine all strands of the Reading Rope across the disciplines to help students develop skilled reading, critical thinking, and effective communication.

We provide

1. phonetically regular texts to practice decoding,
2. transitional texts that emphasize phonics along with sight recognition in our Reading student editions,
3. grade-appropriate texts across the grades and subjects to build language comprehension using the ATOS readability scale, and
4. uncontrolled texts for the teacher to read aloud to build language comprehension across the subjects.

At BJU Press, we take our responsibility to produce excellent educational products very seriously. From the very beginning, we’ve worked to maintain a strong awareness of educational best practices including the Science of Reading, as well as an awareness of how our educational products are working in schools. In each new revision, we are open to innovations, while mindful of our role in the learning process as a publisher.

Our goal is to maintain awareness of best practices to provide you with research-informed educational products. These products provide a useful and flexible framework to help as many teachers as possible most easily achieve their instructional goals.

BJU Press embraces the legacy of Christian education—to teach children to read with comprehension so that they can be students of God’s Word and disciples of Christ, prepared for any career that God leads them into. We are eager to empower our customers to prepare students to live in light of eternity.

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