

Experience **The Power of the Pair**<sup>®</sup>



## **Flying Start to Literacy**<sup>®</sup>

The Award-Winning K-5 Literacy Resource

Comprehensive Catalog





Experience **The Power of the Pair**<sup>®</sup>

## The Award-Winning K–5 Literacy Resource

**Flying Start to Literacy**<sup>®</sup> is an award-winning, highly flexible classroom resource that scaffolds students from shared reading to small group reading and ultimately to independence through best teaching practice and a solid grounding in reading research.

**Flying Start to Literacy**<sup>®</sup> supports the systematic development of reading strategies and skills in students. At its early stages, it focuses on the key interrelated elements of beginning reading texts which scaffold early literacy success: key vocabulary, high-frequency words, text complexity, phonics, fluency and comprehension, the links between reading and writing, and assessment for instruction.

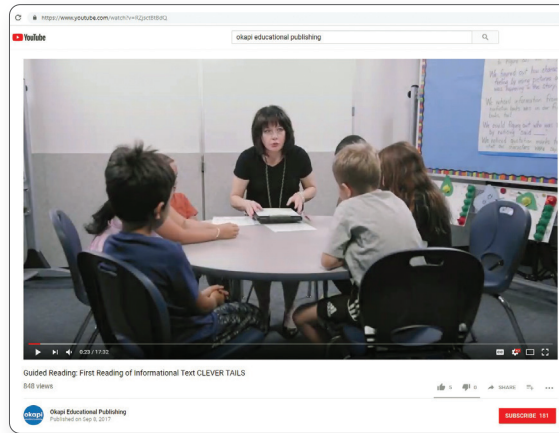
**Flying Start's** paired narrative and informational texts, which are linked by tightly connected ideas, work as paired texts should; reading one text enhances understanding of the other. Experience the difference that the **Power of the Pair**<sup>®</sup> can make in your students' reading achievements!



**Flying Start to Literacy's** compelling paired-text structure provides countless opportunities for students to make connections while thinking and talking their way purposefully through texts.



Shown: Transitional Reading Stage



To watch real teaching in classrooms, subscribe to our **YouTube Channel** today!

Search "Okapi Educational Publishing" on YouTube, or scan the QRC at left.

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## Why **Flying Start to Literacy**<sup>®</sup> Should Be Your Choice for Small Group Instruction

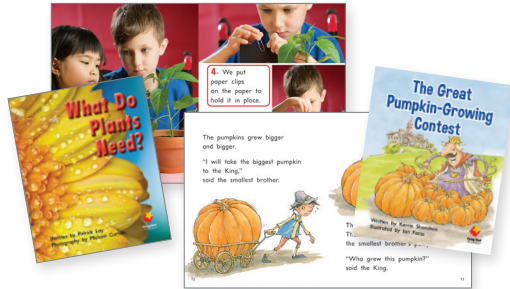
- ★ **Flying Start's** text pairs work together as paired texts are meant to work—building knowledge around the same big idea—resulting in greater understanding of each topic.
- ★ **Flying Start** pairs informational texts with narrative texts, laying the groundwork early for success in the upper grades.
- ★ **Flying Start's** variety of text types require students to develop a range of reading strategies, while increasing the authenticity of their writing.
- ★ **Flying Start** books are never written to a template, and the strength of the authorship shines through in every title.
- ★ **Flying Start's** emphasis on **high-frequency words and academic vocabulary** (each pair introduces and/or reinforces the same set of words) ensures your students are encountering vocabulary in different sentence structures and contexts.
- ★ **Flying Start** offers unmatched teaching support, with a laminated lesson plan for every pair, plus extensive other tools—including a Running Record for every pair—available at no cost online.
- ★ **Flying Start** provides **National Learning Standards** on every lesson plan card, assuring your teaching is tied to outcomes.
- ★ **Flying Start's** readability measurements are available for every title, providing you with reliable guided reading levels, DRA levels, and Lexiles.
- ★ **Flying Start's** boxed classroom sets include **Take-Home Books**, providing avenues for parental involvement and an extension of small-group learning.
- ★ **Flying Start** is matched title-for-title by its sister program, **Despegando hacia la lectura**<sup>™</sup>, ensuring equity for dual-language instruction.
- ★ **Flying Start** includes ample support for emerging bilinguals in every lesson plan at all developmental reading stages.
- ★ **Flying Start** augments Tier 1 instruction through differentiated small-group learning, but can also be used effectively for Tier 2 RtI, Reading Recovery, Title I, and supplemental services.
- ★ **Flying Start** is manufactured to the highest specifications; the paper, binding, and lamination will hold up through repeated use.
- ★ **Flying Start** is teacher-developed and field tested with real students prior to publication.



### Paired Books | Levels A–V

Paired Books connect meaningful information and appealing narratives, and engage learners with content-rich reading.

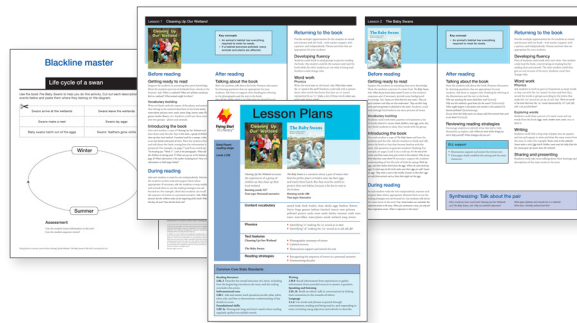
- ★ Same concepts, vocabulary, and high-frequency words in each pair
- ★ Balance of illustrated fiction and photographic informational texts
- ★ Wide range of text types: narratives, personal narratives (recounts), procedures, explanations, and reports



### Lesson Plan Cards | Shared Reading + Levels A–V

Lesson Plan Cards deliver explicit, systematic instruction with diagnostic support built in.

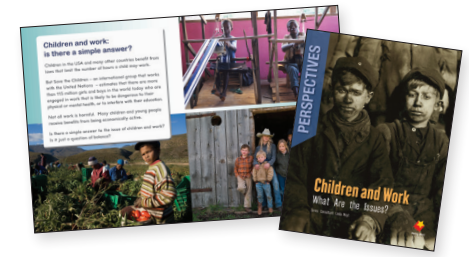
- ★ Before-, During-, and After-Reading activities
- ★ Full spectrum of foundational instruction with ongoing assessment
- ★ Synthesizing activities to reinforce key concepts in each pair of texts



### Perspectives | Levels N–V

*Perspectives* - point of view texts - are teamed with the paired books to create a dynamic, three-book concept set.

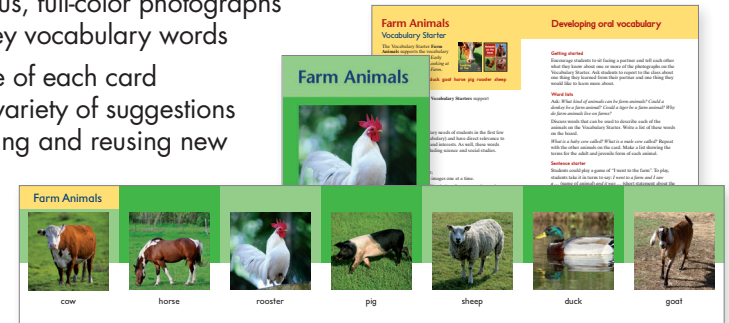
Lesson Plans are provided for each *Perspectives* title, setting the stage for exciting classroom conversations and writing.



### Vocabulary Starters | Shared Reading + Levels A–B

Vocabulary Starters provide direct reading support at the Early Emergent Stage.

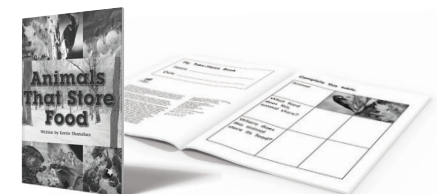
- ★ Sturdy, laminated cards with seven folding panels
- ★ Unambiguous, full-color photographs introduce key vocabulary words
- ★ Reverse side of each card provides a variety of suggestions for introducing and reusing new words



### Take-Home Books | Levels A–P

Take-Home Books build fluency with opportunities for repeated reading and family engagement.

- ★ Six copies each of affordable black-and-white versions of 146 of the Student Titles
- ★ Additional reading and writing activities for home
- ★ An easy-to-implement opportunity for parental involvement



### Teacher Support

- **Pacing Guide** charts provide pacing plans that divide lessons into 30-minute sessions, ideal for the whole class, small group, or individual interventions.
- **Scope and Sequence** charts identify reading strategies and new high-frequency and content words in each title.
- **Phonics and Phonemic Awareness** charts show the systematic and explicit sequence, by title, at each of the reading stages.
- **Reading Across the Curriculum** sheets detail the text type, text features, curriculum links, and key concepts.

### Assessment Materials

- **Records of Reading Behaviors** for one of each of the paired texts at each reading stage.
- **Assessment Checklists** inform instruction and gauge student mastery of reading behaviors.

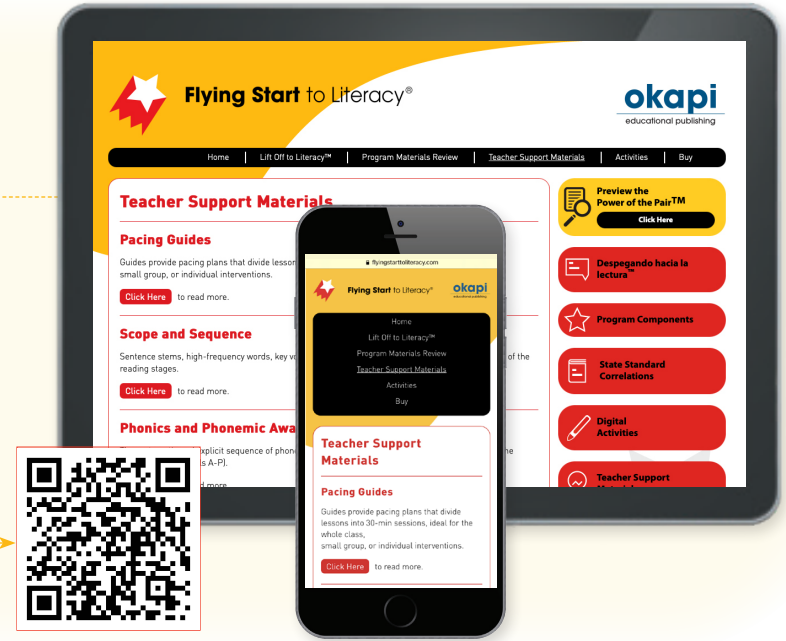
### Access your teacher support

All of the *Flying Start to Literacy*® support can be accessed from

[flying-start.myokapi.com/program-support-materials](http://flying-start.myokapi.com/program-support-materials)

Once you've opened the page for the resource type you want, select the relevant reading stage to open its downloadable files.

Scan the QR code with your smart phone to go directly to the Teacher Resources Page!



### Access your assessment materials

Use the assessment materials continually to inform your instruction and examine reading strategy mastery.

### Records of Reading Behaviors

**Record of Reading Behaviors analysis sheet**  
*A New Job for Stan* Guided reading level 1 (16)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Information sources used**

Errors - What did the student use?

Meaning  
 Structure  
 Visual cues

Self-corrections - What did the student use?

Meaning  
 Structure  
 Visual cues

**Accuracy rate**

Errors	%	Level of difficulty
1	99	Easy
2	98	
3	97	
4	96	
5	95	Instructional
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	Hard

**Fluency**

After the student has finished reading, talk about the book. If appropriate, pose by using the questions below.

Reads smoothly at an appropriate rate  
 Uses appropriate phrasing  
 Reads expressively  
 Attempts to punctuate

**Comprehension**

What was Stan's original job at the circus? Why was Stan unhappy? Why did he leave the circus? Do all circuses have a motorcycle act?

What was Stan's original job at the circus? What is his new job? (*Literal*)  
 Why was Stan unhappy? Why did he leave the circus? (*Inferential*)  
 Do all circuses have a motorcycle act? (*Critical*)

**Planning**

Focus	What the student needs to learn next
Problem-solving strategies	
Fluency	
Comprehension	
Phonics	
Vocabulary	

### Assessment Checklists

STUDENT NAME: \_\_\_\_\_

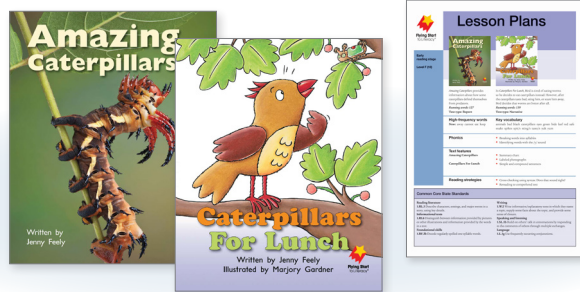
**Assessment Checklist Fluent Reading Stage Levels K (20), L (24) & M (28)**

Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
<b>Basketball Basics</b>	Integrating visual and textual information	Did the student use the information from the photographs and diagrams to help understand the text?			
<b>Alex Stands Tall</b>	Making inferences about characters' relationships	Can the student talk about the relationships between the characters?			
<b>Animal Show-offs</b>	Integrating information from fact boxes	Does the student use the information from the fact boxes to better understand the text?			
<b>The Too-tight Tutu</b>	Making inferences about characters' motives	Can the student make inferences about a character's actions?			
<b>Surviving the Flood</b>	Asking questions	Does the student ask questions about the text?			
<b>The Great Flood of Dusty Plains</b>	Reading fluently, attending to punctuation and line breaks so that his/her oral reading sounds fluent and smooth?	Does the student attend to line breaks so that his/her oral reading sounds fluent and smooth?			
<b>A Long Day at the River</b>	Using headings and sub-headings to predict content	Does the student use the headings to predict what will happen in the text?			
<b>The Crocodile and the Plover</b>	Decoding multisyllabic words	Does the student use multiple sources of information to decode words?			
<b>Amazing Gardens</b>	Using multiple sources of information	Does the student use meaning, structure, and visual cues when reading?			
<b>The Giant's Garden</b>	Reading dialogue with fluency and expression	Does the student know when she/he is reading direct speech?			
<b>Polar Bears</b>	Recognizing how a book is organized (question and	Does the student know that the chapter headings are questions?			

Digital access to over 1200 books with teaching support for every title!

**Okapi Digital Literacy™** is a digital book platform that enables teachers to view and share Okapi's resources with students. In addition, teachers can access and download Lesson Plans for every title or paired-book duo.

Your Remote or Blended Learning Solution features content from **Flying Start to Literacy: PHONICS™**, **Flying Start to Literacy®**, **Despegando hacia la lectura®**, **WorldWise: Content-based Learning™**, and **ExploraMundos™**.



**Okapi Digital Literacy™** is the resource you need for exceptional remote or blended instruction. Consider the difference these exciting features will make to your in-person teaching or virtual classroom:

- Access the bank of titles from any device.
- View the paired text, lesson plan, Vocabulary Starter, related *Perspectives* volume, or alternate language title with one simple click from each selected book.
- Share books with students through links you generate.
- Use the tools provided to annotate and save your marked-up texts.
- Download every lesson plan for easy printing (or PDF-creation) of the formative assessments and follow-up activities.

**Okapi Digital Literacy™** has been developed with responsive design to facilitate your viewing from Windows PCs, Macs, Chromebooks, iPads, iPhones, Androids, or other mobile devices.



## What Your Students Can Do

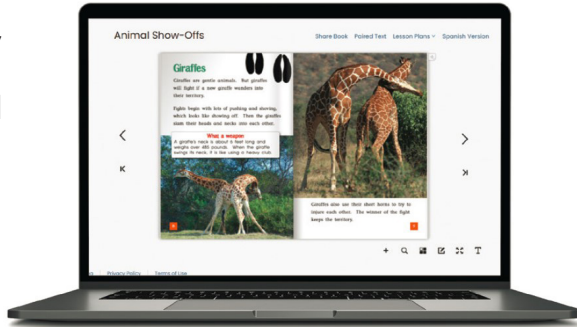
Using the links provided by their teacher, students can utilize many of the same features of the platform that are available to you:

- Access their books from any electronic device
- Continue to enjoy this access for 30 days after receiving the link
- Use the search function to locate vocabulary and topics within the text
- Select and copy text to their clipboards
- Use annotation tools to create, erase, and save notes

**Okapi Digital Literacy™** is fully compatible with and can be accessed through Clever, Schoology®, Seesaw, and most other learning management systems.

## You Guide the Learning!

Your students will have access only to the books you decide to share with them, allowing you to determine the focus of each whole-class or small group reading session. (This access will continue to be available to the students for 30 days.) Using the “Share Book” feature for each title, generate a link for each book and send it to each student in your classroom; or, selectively send it to each participant of your small group.



Alternatively, you can simply share your screen during instruction. Easy-to-use directionals allow for forward/backward page-turning and for returning to the beginning or end of the book.

An **Annotations Menu** is available to you with every book you select, offering you countless ways of adapting texts for vibrant and interactive instruction.

Underline, enclose, or circle selected portions of the text.

Create notes in a variety of colors.

Highlight and copy text to your clipboard.

## okapi digital literacy Subscription Options

**Okapi Digital Literacy™** is offered to schools and districts through licenses for entire school buildings based on a twelve-month (July–June) year, with prorating available and multi-year licenses available upon request. These licenses are contingent upon purchase of printed materials. As such, you will see an option below for combining print and digital at a bundled price.

### Purchase options include the following:

- **Unrestricted Platform Access** (more than 1100 student texts with all instructional support)
- **Selected Programs** (for example, only *Flying Start to Literacy®*)
- **Targeted Developmental Reading Stages** (for example, Levels A through M)

Package	Levels	No. of Titles	Print	Blended Print and Digital
Complete Program	A–V	382	\$17,100	\$20,250
Early Emergent	A–B	48	\$2,195	\$2,545
Emergent	C–D	40	\$1,685	\$2,035
Early	E–F	40	\$1,685	\$2,035
Transitional	G–H	40	\$1,685	\$2,035
Early Fluent	I–J	40	\$1,950	\$2,300
Fluent	K–M	48	\$2,325	\$2,675
Fluent Plus	N–P	54	\$2,770	\$3,120
Advanced Fluent	Q–S	36	\$1,975	\$2,325
Advanced Fluent	T–V	36	\$1,975	\$2,325

### View the platform!

Check out the demonstration site at [bit.ly/ODLDemoSite](http://bit.ly/ODLDemoSite) and get access to over 100 sample books and lesson plans.

### Get Free 30 day trial!

This special license arrangement grants you access to the entire resource with all its features and functionality. Contact your local Okapi representative for more details. [bit.ly/okapifindarep](http://bit.ly/okapifindarep)

### Purchase cost-effective license!

Contact your local Okapi representative to complement your recent print purchase with the addition of a cost-effective license for Okapi Digital Literacy™! [bit.ly/okapifindarep](http://bit.ly/okapifindarep)

### Flying Start to Literacy® Lesson Plan Cards:

- provide practical, systematic, and easy-to-implement instructional plans
- integrate (at the beginning reading stage) oral language, comprehension, phonemic awareness, phonics, vocabulary development, fluency, and writing
- include ongoing assessment and follow-up activities
- support ELL instruction with a highlighted section in every Lesson Plan
- offer assurance that instructional goals are being met, with standards links on the front of every card.

**Lesson Plans**

**Emergent reading stage**  
Level C (4)

**Amazing Animal Parts**

This book compares and contrasts animals that have different body parts.  
*Running words: 116*  
**Text type: Report**

**Turtle is Stuck**

When Turtle gets stuck in a hole, Monkey helps to get him out. But then Monkey gets stuck too!  
*Running words: 116*  
**Text type: Narrative**

Vocabulary	
<b>High-frequency words</b> a big but can cannot do get got has have i into like lets me my no not of out said so some the this to what will with you	<b>Key vocabulary</b> animals dig dog down elephant eyes face fish feet hands jump knees legs monkey nest noses slug tiger turtle zebra
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Identifying the /f/ sound as in <i>face, foot, elephant</i></li> <li>• Identifying the /t/ sound in initial, middle, and final positions</li> </ul>
<b>Text features</b> Amazing Animal Parts Turtle is Stuck	<ul style="list-style-type: none"> <li>• Photographic summary</li> <li>• Illustrations support and extend the story</li> </ul>
<b>Reading strategies</b>	<ul style="list-style-type: none"> <li>• Locating known and unknown words</li> <li>• Using pictures to solve unknown words</li> </ul>

**Common Core State Standards**

<b>Reading literature</b> K.RL.4 Ask and answer questions about unknown words in a text. <b>Informational texts</b> K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic. <b>Foundational skills</b> K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<b>Writing</b> K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>Speaking and listening</b> K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>Language</b> K.L.2a Capitalize the first word in a sentence and the pronoun I.
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Reading Strategies

## Activity card

### Blackline master

#### Animal body parts

**Lesson 1 Amazing Animal Parts**

**Key concepts**

- All animals have body parts.
- Different animals have different body parts.

**Before reading**

**Getting ready to read**  
Encourage students to activate their prior knowledge. Draw a simple picture of a known animal such as a cat. Ask: *What body parts does this animal have? Use the students' ideas to label the picture (e.g. tail, face, eyes, nose, legs, paws, ears).* Ask students to think of another animal. Have students work with a partner and take turns saying what the animal is and the body parts it has.

**Vocabulary building**  
As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

**Introducing the book**  
Show the students a copy of the book, *Amazing Animal Parts*. Say: *This book is called Amazing Animal Parts. It is about animals that have certain body parts and animals that don't have their body parts.* Turn to pages 2 and 3. Say: *This page is about legs. Which animals have long legs? Which animals do not? Respond using the structure of the sentences in the text. Say: Yes, this zebra has legs, but some animals do not have legs. Continue turning the pages and talking about the photographs, using the structure of the sentences in the book.*

**During reading**

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check that students can locate known words in the text. Ask: *Can you point to the word this? How do you know it says this? Check that they can locate unknown words. Ask: Where is the word zebra? How do you know it says zebra? If students are having difficulty, encourage them to reread and point to each word as they say it.*

**After reading**

**Talking about the book**  
Ask the students to talk about the book. Promote discussions by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What animal has hands? What animals do not have noses? (Literal) Why do animals have different body parts? (Inferential) What other animals and body parts would you have included in this book? (Synthesizing) What would the author have needed to know to write this book? (Critical)*

**Reviewing reading strategies**  
Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I liked the way you found the words in the text that you know already. Well done.*

#### Animal creation

any body parts you like (for example, a nose like an octopus, teeth like a crocodile, wings like ...)

Will you choose for your animal creation?

### Lesson 2 Turtle is Stuck

**Before reading**

**Getting ready to read**  
Encourage students to activate their prior knowledge. Draw a picture of a monkey and a picture of a turtle on a chart. (Alternatively, you could show the students a picture of each animal.) Ask: *What body parts does a turtle have? What body parts does a monkey have? What body parts do they both have? What body parts does only one of the animals have?*

**Vocabulary building**  
As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

**Introducing the book**  
Show the students a copy of the book *Turtle is Stuck*. Say: *This book is called Turtle is Stuck. It is about a turtle that gets stuck in a hole and a monkey who helps to get him out.* Turn to pages 2 and 3. Ask: *What is Turtle doing? Yes, he is digging a big nest.* Turn to pages 4 and 5. Ask: *What has happened now? Respond by saying: Yes, Turtle is digging. I cannot get out. Help me!* Continue turning the pages and talking about the illustrations, using the structure of the sentences in the book.

#### Returning to the book

Provide multiple opportunities for the students to read and interact with the book again - with teacher support, with a partner, and independently. Choose activities that are appropriate for your students.

**Developing fluency**  
Have students work with a partner and take turns reading a page aloud. Encourage students to read fluently. Say: *Try to make your voice sound smooth, like you are talking.*

**Word work**

**Phonemic awareness and phonics**  
With a partner, have students find words in the book that have the /f/ sound (*face, foot, elephant*). Write these on a chart. Ask: *What do you notice about the /f/ sound in these words? Draw out that the letters "ph" make the /f/ sound, as well as "t".*

**Exploring words**  
Ask students to turn to the word bank on page 16. Ask them to work with a partner and take turns to give clues about a word in the word bank. For example: *This body part helps the animal pick things up. It is on the end of the arm.* Their partner tries to guess the word.

**Writing**

**Modeled writing**  
Ask: *What animals have interesting body parts? Make a list of the students' ideas (e.g. elephant's trunk, crocodile's teeth, lizard's tongue). Say: I'm going to write about an animal that has an amazing body part. Model this writing. For example: This crocodile has amazing teeth. Its teeth are big and sharp.*

**Independent writing**  
Have students refer to the list of amazing animal parts compiled during the Modeled writing section. Have them write about an animal they think has an amazing body part and say why they think the body part is amazing. Have them illustrate their writing to show the amazing body part.

**Sharing and presenting**  
Display students' writing and give the students time to walk by and look at each piece. Ask: *What new information did you learn?*

Monitoring reading strategies

Vocabulary development

Close reading of texts

Writing using evidence from the text  
Vocabulary development

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## INSTRUCTIONAL SEQUENCE

### Before Reading

- ★ Activate prior knowledge through a variety of engaging suggestions
- ★ Introduce challenging or unfamiliar vocabulary
- ★ Focus on reading strategies specific to the book

### Returning to the Book

- ★ Develop fluency with modeling, paired practice, and independent re-reading
- ★ Work with words through a variety of suggestions for building phonemic awareness and reinforcing phonics
- ★ Connect reading and writing with teacher modeling and prompts for student practice

### During Reading

- ★ Monitor and support each student's reading
- ★ Revisit specific reading strategies as needed
- ★ Guide students as they apply these strategies

### Synthesizing the Pair

- ★ Discussion prompts encourage students to consider the pair's "big idea"
- ★ Reproducible Activity Cards offer creative suggestions for exploring the topic further
- ★ Blackline Masters provide opportunities for ongoing assessment

### After Reading

- ★ Use discussion prompts to encourage collaborative conversations about the book
- ★ Ask students to return to the text for evidence to support their responses
- ★ Provide positive feedback on students' use of the lesson's reading strategies

**Key concepts**

- Different animals have different body parts.
- Animals use their body parts to do different things.

**Returning to the book**

Provide multiple opportunities for the students to read and interact with the book again - with teacher support, with a partner, and independently. Choose activities that are appropriate for your students.

**Developing fluency**

Have students work in groups of three. One student reads the story, while the other two act it out. Students then swap roles. Encourage the students to read with expression.

**Word work**

**Phonemic awareness and phonics**  
Ask students to find words in the text that have the /s/ sound. List these words in groups according to the position of the sound. For example: initial position (sp); middle position (turtle); final position (sea).

**Exploring words**  
Write: "I like to dig," said Turtle on a chart. Ask: *What word describes what Turtle likes to do?* Draw out that *dig* is an action word. Ask: *What other words describe what turtles can do?* (swim, walk, eat, sleep) Ask students to work with a partner to choose an animal and list five action words that their animal can do.

**Writing**

**Modeled writing** ◦  
Say: *I am going to write a different version of this story. Instead of Monkey helping Turtle to get out of the nest, I am going to use another animal. I am going to write about an elephant instead.* Model this writing. For example: "I have a trunk," said Elephant. "I will get you out of the nest with my trunk."

**Independent writing**  
Ask students to innovate on the text by choosing a different animal to get Turtle out of the nest. Encourage them to draw a picture that shows how the animal helps Turtle.

**Sharing and presenting**  
Show each student's writing and drawing to the group.

**During reading**

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. If the student comes to an unknown word, prompt them to look at the illustrations for a clue. Say: *What is happening in the picture? Now look back at the word. What might it say?*

**After reading**

**Talking about the book** ◦  
Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.  
*How did Turtle get out of the nest? (Literal)*  
*Why was it good that Turtle and Monkey had different body parts? (Inferential)*  
*What other animal could have helped Turtle out of the nest? How? (Synthesizing)*  
*Do you think that Turtle was a good choice of character for this story? Explain. (Critical)*

**Reviewing reading strategies**  
Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *Well done. I liked the way you looked at the pictures when you needed help reading a word you didn't know.*

**Synthesizing: Talk about the pair**

After students have read both books, have them work in small groups to make a list of as many animal body parts as they can. Ask: *What do you know about animal body parts?*

Have each group share their list. Have students complete the activity card.

Monitoring reading strategies

Writing using evidence from the text

Close reading of texts

### BIG BOOKS

### Provide the perfect foundation for *Flying Start to Literacy*® by:

- Allowing for purposeful readings and re-readings of each text
- Establishing concepts of print
- Preparing students developmentally for the first stage of guided/small-group reading
- Capturing readers' attention and ensuring group participation and engagement
- Introducing early literacy skills
- Using rhyme, rhythm and repetition in the narrative titles
- Incorporating science and mathematics concepts in the informational texts
- Linking to the Vocabulary Starters.



Develop early literacy skills through rhyme, rhythm, repetition, and highly predictable texts!

#### Your students will:

- ★ enjoy reading together and revisiting familiar books again and again
- ★ begin to recognize and read high-frequency words
- ★ build knowledge of key vocabulary
- ★ understand conventions of print.

★ See more at: [flying-start-to-literacy.com](https://flying-start-to-literacy.com)



Watch our Shared Reading Webinar Series! <https://bit.ly/3pCCJpG>

### Vocabulary Starters...

- ★ relate to the topic of each book
- ★ use full-color photographs to introduce key vocabulary words
- ★ provide a variety of suggestions for developing oral language



### Reading Pens...

- ★ are durable, safe and easy to use
- ★ arrive preloaded with recordings of all 18 titles
- ★ encourage listening and reading enjoyment, and provide support for emerging bilinguals



Scan the QR code with your smart phone to watch our Reading Pen demonstration video!

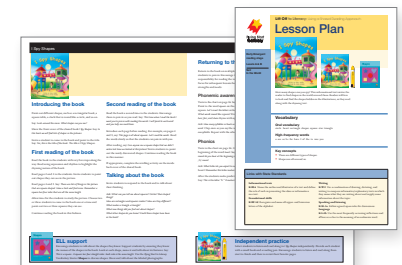
### Small Books...

- ★ extend the shared reading experience
- ★ provide opportunities for students to follow along, or
- ★ use with the Reading Pen for audio support as they listen independently



### Lesson Plan Cards...

- ★ are easy to follow, and are provided for each title
- ★ include explicit instructions for guiding teachers through multiple readings
- ★ provide suggestions for modeling and teaching specific foundational skills, including phonemic awareness, phonics, oral language, fluency, print concepts, and modeled writing



### Set 1: My Family and Me

Spotty Sam • My Dog Rags • Grandma's Favorite Things •  
 Into the Tent • Sharing Fruit • What a Mess!

**Includes:** ★ 6 Big Books      ★ 6 Lesson Plan Cards      ★ 4 Reading Pens  
 ★ 36 Small Books      ★ 6 Vocabulary Starters      ★ 1 Program Guide



OK FSSR1000  
 \$778 / \$525

### Set 2: In the World

Hullabaloo • I Spy Shapes • In the Fairy Tale Woods • John McBee •  
 Squeaky's Big Adventure • The Road

**Includes:** ★ 6 Big Books      ★ 6 Lesson Plan Cards      ★ 4 Reading Pens  
 ★ 36 Small Books      ★ 6 Vocabulary Starters      ★ 1 Program Guide



OK FSSR2000  
 \$778 / \$525

### Set 3: Living Things

A Pizza for Bear • Little Arabella Miller • What Do Animals Do at the Zoo? •  
 What Lives Here? • Which Pet Is Best? • The Silliest Scarecrow

**Includes:** ★ 6 Big Books      ★ 6 Lesson Plan Cards      ★ 4 Reading Pens  
 ★ 36 Small Books      ★ 6 Vocabulary Starters      ★ 1 Program Guide



OK FSSR3000  
 \$778 / \$525



## Lift Off to Literacy™ Complete Package

Three Complete Topic Sets:

My Family and Me • In the World • Living Things

#### INCLUDES:

- ★ **18 Big Books**  
(1 each of 18 titles)
- ★ **108 Matching Small Books**  
(6 each of 18 titles)
- ★ **18 Lesson Plan Cards**  
(1 for each title)
- ★ **18 Vocabulary Starters**  
(1 for each title)
- ★ **12 Reading Pens**
- ★ **3 Program Overview Guides**
- ★ **3 Classroom Storage Boxes**

OK FSSR1300  
 List Price \$2,363 | ~~Your Price~~ \$1,550

**"This product is comprehensive, current, and rooted in research."**

It is clearly created for and focused on the teaching of reading. It is well designed and organized, [and] uses good practices, such as shared reading and audio-facilitated reading. It is learner-centered and aligned to the standards."

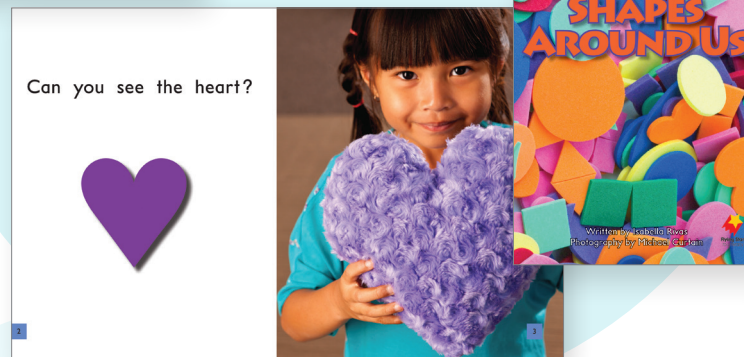
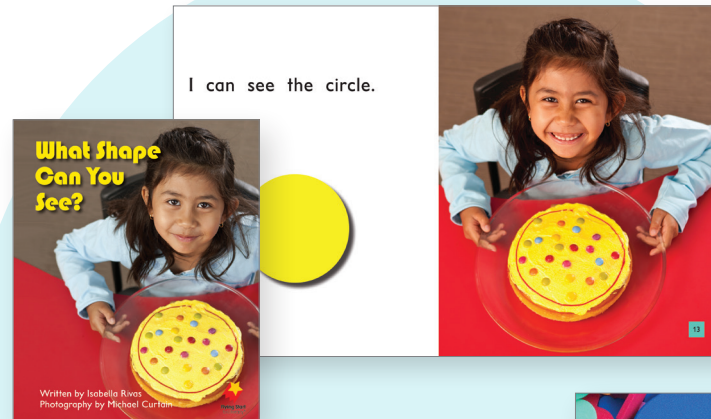
**Judges Panel, Revere Awards**  
 Association of American Publishers  
 PreK-12 Learning

Scan the QR code with your smart phone to watch our Reading Pen demonstration video!

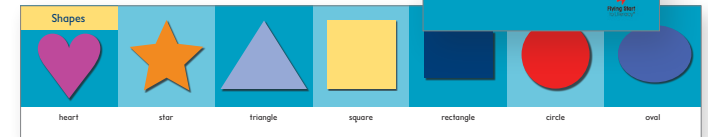
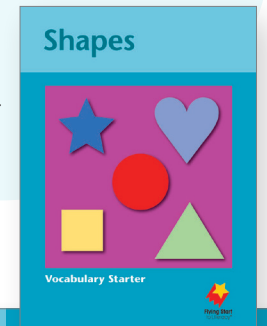


## Paired, Connected Texts at This Stage:

- Establish a full range of concepts about print
- Introduce common stems and vocabulary
- Introduce the first 26 high-frequency words
- Focus on phonemic awareness and phonics
- Build comprehension and fluency through a range of reading strategies.

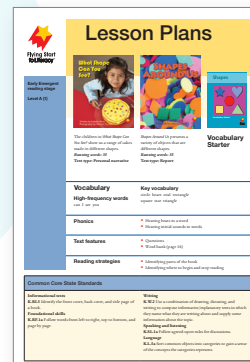


Unique to the Early Emergent Stage—a **Vocabulary Starter** is provided for each pair of titles. It introduces the written form of key vocabulary through unambiguous, labeled photographs. Suggestions for introducing and reusing vocabulary words are included on the back of each Vocabulary Starter.



## Lesson Plan Cards

include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.



See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



**Guided Reading Levels A–B / DRA Levels 1–2**

See next page for Level B titles included in this package.

**COMPLETE STAGE** ..... OK FSEE1018 ..... **\$2,195**  
 List Price: ~~\$2,373~~

- 288 Student Books (6 copies each of 48 titles)
- 24 Lesson Plan Cards (1 for each pair of titles)
- 24 Vocabulary Starters (1 for each pair of titles)
- 144 Take-Home Books (6 copies each of 24 titles)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSEE1018 ..... **\$2,545**

**TWELVE-PACKS**

(Six copies of each Paired Text plus Lesson Plan Card and Vocabulary Starter)

**Guided Reading Level A / DRA Level 1**

My Body / Here I Am! / The Body Vocabulary Starter	OK FSEE1250-12	\$86
What Shape Can You See? / Shapes Around Us / Shapes Vocabulary Starter	OK FSEE1270-12	\$86
I Look at the Fruit / Eating Fruit / Fruit Vocabulary Starter	OK FSEE1290-12	\$86
What's at the Beach? / A Day at the Beach / At the Beach Vocabulary Starter	OK FSEE1370-12	\$86
Pets at Home / My Pet / Pets Vocabulary Starter	OK FSEE1010-12	\$86
Hide and Seek / My Birthday / My Family Vocabulary Starter	OK FSEE1030-12	\$86
Me / Dogs / Doing Things Vocabulary Starter	OK FSEE1050-12	\$86
In My Neighborhood / People Who Help Me / People Who Help Us Vocabulary Starter	OK FSEE1390-12	\$86
In the Garden / Wow! Look at That / Mini Beasts Vocabulary Starter	OK FSEE1070-12	\$86
My Toys / Getting Around / Movers Vocabulary Starter	OK FSEE1090-12	\$86
Where are the Animals? / Animals at the Zoo / Zoo Animals Vocabulary Starter	OK FSEE1110-12	\$86
Animal Babies / What Can You See? / Baby Animals Vocabulary Starter	OK FSEE1410-12	\$86

**OTHER PACKAGES**

See next page for Level B titles included in these packages.

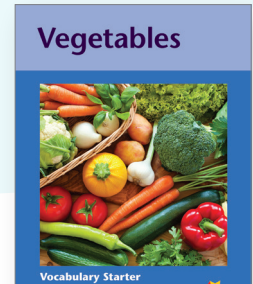
Early Emergent Library (one copy of each title)	OK FSEE1018-AOS	\$288
Early Emergent Lesson Plan Set (one copy of each lesson plan)	OK FSEE1018-AOLP	\$192
Early Emergent Vocabulary Starter Set (one copy of each vocabulary starter)	OK FSEE1018-AOVS	\$192
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSEE1000-ST	\$475

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See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



### Guided Reading Levels A–B / DRA Levels 1–2

See previous page for Level A titles included in this package.

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List Price: ~~\$2,373~~

- 288 Student Books (6 copies each of 48 titles)
- 24 Lesson Plan Cards (1 for each pair of titles)
- 24 Vocabulary Starters (1 for each pair of titles)
- 144 Take-Home Books (6 copies each of 24 titles)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSEE1018 ..... **\$2,545**

### TWELVE-PACKS

(Six copies of each Paired Text plus Lesson Plan Card and Vocabulary Starter)

#### Guided Reading Level B / DRA Level 2

On My Bike / Can You Go Here? / Position Vocabulary Starter	OK FSEE1310-12	\$86
At Grandpa's House / Cakes for Sale / At School Vocabulary Starter	OK FSEE1330-12	\$86
The Dress-up Box / Going Shopping / Clothes Vocabulary Starter	OK FSEE1350-12	\$86
What's the Weather Today? / I Like the Weather / The Weather Vocabulary Starter	OK FSEE1430-12	\$86
Looking at You / Animals on the Farm / Farm Animals Vocabulary Starter	OK FSEE1130-12	\$86
Look at Me Play / The Playground / Playground Vocabulary Starter	OK FSEE1150-12	\$86
At the Store / Things I Like / Shopping Vocabulary Starter	OK FSEE1170-12	\$86
A Day at the Zoo / Look at My Dog / Feelings Vocabulary Starter	OK FSEE1450-12	\$86
Fish / Come and Look! / Colors Vocabulary Starter	OK FSEE1190-12	\$86
My Family and Me / Can You Do This? / I Like to... Vocabulary Starter	OK FSEE1210-12	\$86
What Did You Do? / Going Places / Places I Go Vocabulary Starter	OK FSEE1230-12	\$86
Making Soup / The Vegetable Garden / Vegetables Vocabulary Starter	OK FSEE1470-12	\$86

### OTHER PACKAGES

See previous page for Level A titles included in these packages.

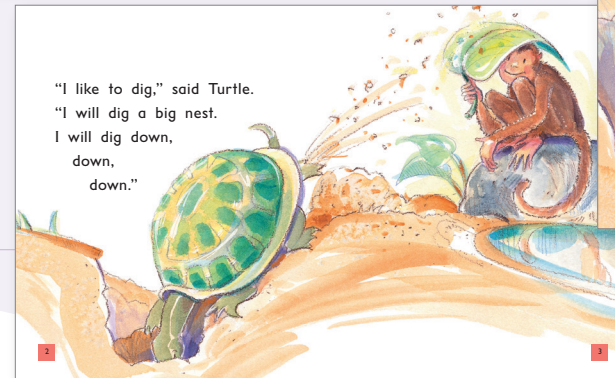
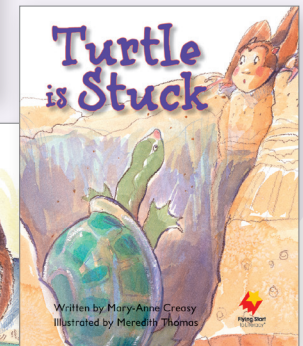
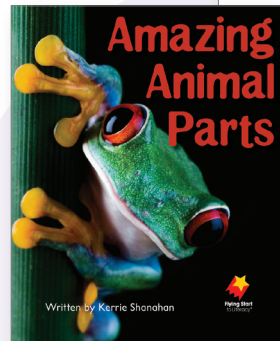
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Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSEE1000-ST	\$475

## Paired, Connected Texts at This Stage:

- Revisit key vocabulary
- Revisit and extend high-frequency words
- Build comprehension and fluency through a range of reading strategies
- Introduce phonologically regular vocabulary (all words with short vowels).

Lots of animals have legs.  
This zebra has legs.

But some animals  
do not have legs.



**Lesson Plans**

**Amazing Animal Parts** | **Turtle is Stuck**

**Common Core State Standards**

**Reading: Informational Text**

**Key Vocabulary**

**Phonics**

**Text Features**

**Reading Strategies**

**Writing**

**Assessment**

**Activity card**

**Amazing animal creation**

**Assessment**

**Lesson Plan Cards** include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: [flying-start-to-literacy.com](http://flying-start-to-literacy.com)





**Guided Reading Levels C–D / DRA Levels 3, 4, 6**

**COMPLETE STAGE** ..... OK FSEM2000 ..... **\$1,685**  
 List Price: ~~\$1,817~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSEM2000 ..... **\$2,035**

**TWELVE-PACKS** (Six copies of each Paired Text plus Lesson Plan Card)

**Guided Reading Level C / DRA Level 3**

My Horse / The Car Race	OK FSEM2250-12	\$78
The Fruit Store / Bananas are Best	OK FSEM2270-12	\$78
Winners / Rabbit and Fox	OK FSEM2010-12	\$78
In the Forest / Finding Food	OK FSEM2030-12	\$78
Big Brothers / Cat and Mouse	OK FSEM2050-12	\$78

**Guided Reading Level C / DRA Level 4**

Looking for Animals / Where is Frog?	OK FSEM2290-12	\$78
Amazing Animal Parts / Turtle is Stuck	OK FSEM2310-12	\$78
The Big Box / Pirate Sam	OK FSEM2070-12	\$78
The Fog Came In / Lost in the Fog	OK FSEM2090-12	\$78
At Grandpa's Farm / A New Farm for Cow	OK FSEM2110-12	\$78

**Guided Reading Level D / DRA Level 6**

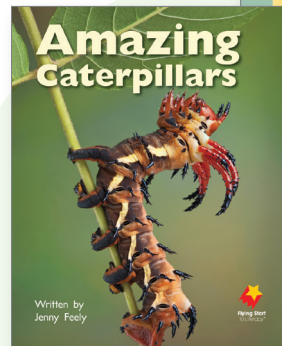
Look at My Clothes / Where is My Mother?	OK FSEM2330-12	\$78
What Do Bats Eat? / Big Bat's Lunch	OK FSEM2350-12	\$78
Ant Nests / Where is My Nest?	OK FSEM2130-12	\$78
Lots of Legs / The Best Legs	OK FSEM2150-12	\$78
My Camp Journal / A Monkey in the Camp	OK FSEM2170-12	\$78
Turtles / A Home for Turtle	OK FSEM2370-12	\$78
Let's Do the Monkey Bop / Little Monkey's Dance	OK FSEM2390-12	\$78
What Am I? / Tad Grows Up	OK FSEM2190-12	\$78
Spiders / A Good Trap	OK FSEM2210-12	\$78
On the Move / Grandpa's Car	OK FSEM2230-12	\$78

**OTHER PACKAGES**

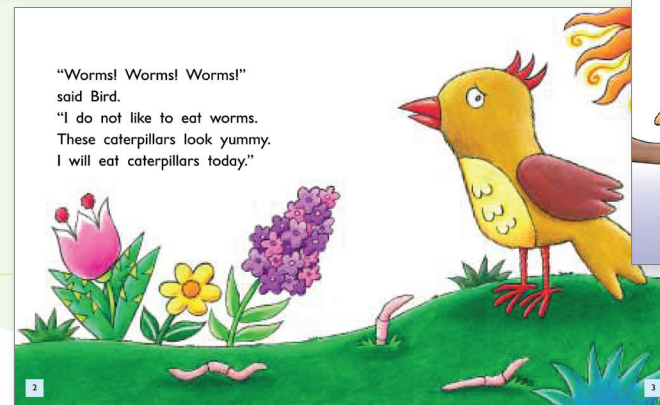
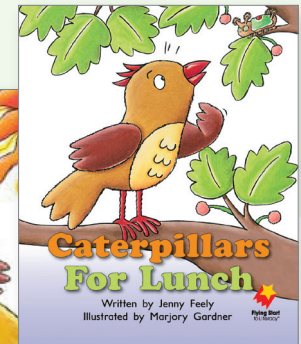
Emergent Library (one copy of each title)	OK FSEM2000-AOS	\$240
Emergent Lesson Plan Set (one copy of each lesson plan)	OK FSEM2000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSEM2000-ST	\$435

## Paired, Connected Texts at This Stage:

- Revisit key vocabulary
- Revisit and extend high-frequency words
- Carefully introduce new, phonologically regular vocabulary
- Build comprehension and fluency through a range of reading strategies.



Many animals eat caterpillars.  
Most caterpillars cannot get away from the animals that eat them.  
But caterpillars have many ways to keep safe.



**Lesson Plans**

**Amazing Caterpillars**

**Caterpillars For Lunch**

**High-frequency words**

**Key vocabulary**

**Phonics**

**Text Features**

**Reading strategies**

**Common Core State Standards**

**Reading fluency**

**Writing**

**Speaking and listening**

**Activity card**

**Make a poster**

**1.1**

**1.2**

**1.3**

**1.4**

**1.5**

**1.6**

**1.7**

**1.8**

**1.9**

**1.10**

**1.11**

**1.12**

**1.13**

**1.14**

**1.15**

**1.16**

**1.17**

**1.18**

**1.19**

**1.20**

**Lesson Plan Cards** include Before-, During-, and After-Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



**Guided Reading Levels E-F / DRA Levels 8, 10**

**COMPLETE STAGE** ..... OK FSEA3000 ..... **\$1,685**

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

List Price: ~~\$1,817~~

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSEA3000 ..... **\$2,035**

**TWELVE-PACKS** (Six copies of each Paired Text plus Lesson Plan Card)

**Guided Reading Level E / DRA Level 8**

Insects / Where are the Grapes?	OK FSEA3010-12	\$78
Squid / Big Squid and Little Squid	OK FSEA3030-12	\$78
The Great Cake Bake-off / A Cake for Cuddles	OK FSEA3250-12	\$78
Super Dogs / Nosey Saves the Day!	OK FSEA3270-12	\$78
The Plum Tree / My Tree	OK FSEA3050-12	\$78
When the Sun Comes Up / When the Sun Is Going Down	OK FSEA3070-12	\$78
Our Spot / Where Can We Play?	OK FSEA3090-12	\$78
Looking After Your Frogs / Frog's New Pond	OK FSEA3110-12	\$78
Charlie and the Crocodiles / Don't Eat Me!	OK FSEA3290-12	\$78
Big Homes, Little Animals / Tiff Leaves Home!	OK FSEA3310-12	\$78

**Guided Reading Level F / DRA Level 10**

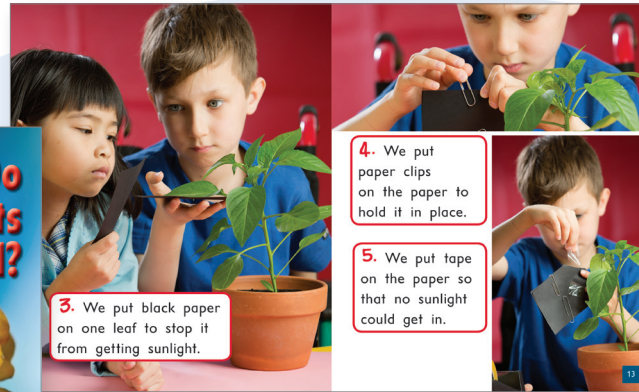
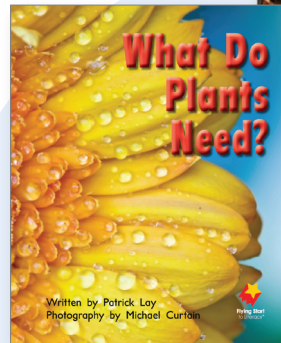
Bat Rescue / Sally and the Bats	OK FSEA3130-12	\$78
Teach Me How / Little Cub	OK FSEA3150-12	\$78
Keep Safe at the Beach / Sally's Beach Rescue	OK FSEA3330-12	\$78
Amazing Caterpillars / Caterpillars for Lunch	OK FSEA3350-12	\$78
The Jump Rope Team / The Fun Run	OK FSEA3170-12	\$78
Animals That Need Mud / Mud, Mud, Mud!	OK FSEA3190-12	\$78
Keeping Safe / Looking for Lunch	OK FSEA3210-12	\$78
Big Ships Need Tugboats / The Tugboat Team	OK FSEA3230-12	\$78
Looking After Ostrich Chicks / Father Ostrich and the New Chicks	OK FSEA3370-12	\$78
Rides for Everyone / At the Fun Park	OK FSEA3390-12	\$78

**OTHER PACKAGES**

Early Library (one copy of each title)	OK FSEA3000-AOS	\$240
Early Lesson Plan Set (one copy of each lesson plan)	OK FSEA3000-AOLP	\$160
Intra-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSEA3000-ST	\$435

## Paired, Connected Texts at This Stage:

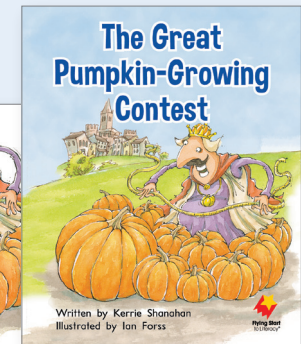
- Increase the complexity of language structures
- Revisit and extend high-frequency words
- Carefully introduce new, phonologically regular vocabulary
- Further develop comprehension and fluency through a range of reading strategies.



3. We put black paper on one leaf to stop it from getting sunlight.

4. We put paper clips on the paper to hold it in place.

5. We put tape on the paper so that no sunlight could get in.



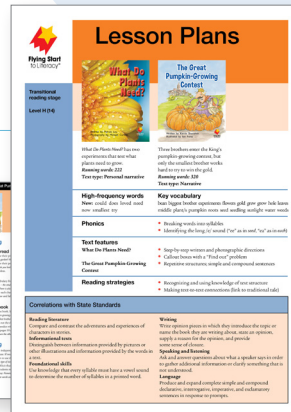
The pumpkins grew bigger and bigger.

"I will take the biggest pumpkin to the King," said the smallest brother.

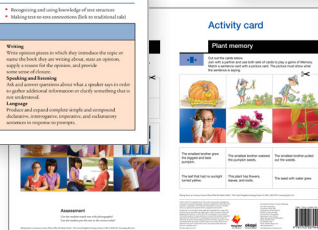


The King looked at every pumpkin. Then he looked at the smallest brother's pumpkin.

"Who grew this pumpkin?" said the King.



**Lesson Plan Cards** include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.



See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



### Guided Reading Levels G–H / DRA Levels 12–14

**COMPLETE STAGE** ..... OK FSTR4000 ..... **\$1,685**  
 List Price: ~~\$1,817~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSTR4000 ..... **\$2,035**

**TWELVE-PACKS** (Six copies of each Paired Text plus Lesson Plan Card)

#### Guided Reading Level G / DRA Level 12

What's for Breakfast? / The King's Breakfast	OK FSTR4010-12	\$78
The Skating Club / Elly Goes Skating	OK FSTR4030-12	\$78
Insect Hunt / Getting Rid of Insects	OK FSTR4250-12	\$78
A Frog in a Pond / Too Cold for Frog	OK FSTR4270-12	\$78
Hiking / Maddy and the Prince	OK FSTR4050-12	\$78
Clever Tails / The Monkey's Tail	OK FSTR4070-12	\$78
Creepers and Climbers / Growing Watermelons	OK FSTR4090-12	\$78
Making Friends / The Blue Crane	OK FSTR4110-12	\$78
Summer Vacation / Camping with Dad	OK FSTR4290-12	\$78
Manta Rays / The Ray Who Wanted to Fly	OK FSTR4310-12	\$78

#### Guided Reading Level H / DRA Level 14

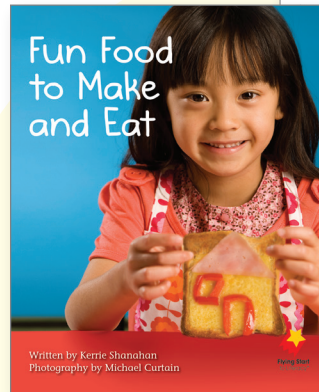
Insect Eaters / I'm Hungry	OK FSTR4130-12	\$78
Animals in Caves / There's Gold in That Cave	OK FSTR4150-12	\$78
Fantastic Bridges / Jack the Explorer and the Hidden City	OK FSTR4330-12	\$78
Caring for a Baby Monkey / Baby Squirrel Rescue	OK FSTR4350-12	\$78
The Wreck of the Maitland / The Great Paddleboat Race	OK FSTR4170-12	\$78
Sea Otters and the Kelp Forest / The Luck of the Sea Otters	OK FSTR4190-12	\$78
Monsoon Rain / The Wise Bird	OK FSTR4210-12	\$78
No More Trash / The Rock of Killeen	OK FSTR4230-12	\$78
Hurricane Scrapbook / Where is Coco?	OK FSTR4370-12	\$78
What Do Plants Need? / The Great Pumpkin-Growing Contest	OK FSTR4390-12	\$78

#### OTHER PACKAGES

Transitional Library (one copy of each title)	OK FSTR4000-AOS	\$240
Transitional Lesson Plan Set (one copy of each lesson plan)	OK FSTR4000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSTR4000-ST	\$435

## Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase conceptual load
- Increase complexity of language structures
- Include less common letter combinations in the vocabulary
- Develop comprehension and fluency through a range of reading strategies.





### Tasty rocket

**You will need:**  
1 slice of watermelon  
raspberries  
strawberries  
lemon juice  
sugar

**What to do:**

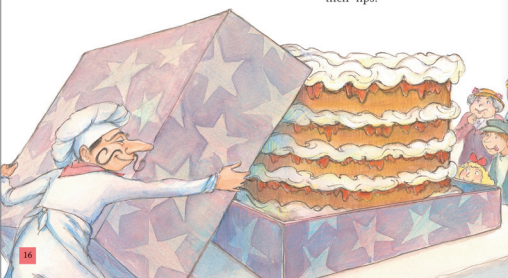
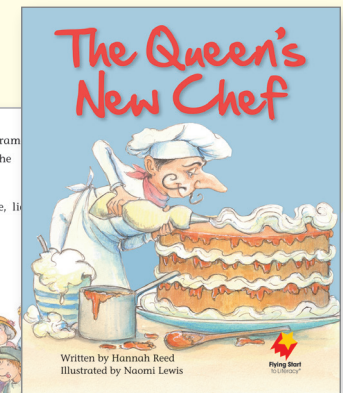
1. Cut a slice of watermelon.
2. Cut the slice of watermelon into one large triangle and one smaller triangle.

Chef Henri carefully lifted the lid of the biggest box anyone had ever seen. Inside was the biggest, stickiest toffee cake that had ever been made.

It was covered with icing, caramel and cream, and filled with the chewiest toffee.

"Oh, my!" said all the people, licking their lips.

### Lesson Plans

**Content vocabulary**

**Phonics**

**Text features**

**Reading strategies**

**Connections with State Standards**

**Reading fluency**

**Writing**

**Assessment**

### Activity card

**Plan a menu**

**My menu for a day**

Breakfast: \_\_\_\_\_  
Snack: \_\_\_\_\_  
Lunch: \_\_\_\_\_  
Snack: \_\_\_\_\_  
Dinner: \_\_\_\_\_

**Lesson Plan Cards** include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: [flying-start-to-literacy.com](http://flying-start-to-literacy.com)



**Guided Reading Levels I–J / DRA Levels 16–18**

**COMPLETE STAGE** ..... OK FSEF5000 ..... **\$1,950**

List Price: ~~\$2,100~~

- 240 Student Books (6 copies each of 40 titles)
- 20 Lesson Plan Cards (1 for each pair of titles)
- 120 Take-Home Books (6 copies each of 20 titles)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSEF5000 ..... **\$2,300**

**TWELVE-PACKS** (Six copies of each Paired Text plus Lesson Plan Card)

**Guided Reading Level I / DRA Level 16**

Animal Smells / Angus Cleans Up	OK FSEF5010-12	\$90
Motorcycles / A New Job for Stan	OK FSEF5250-12	\$90
Sticky and Dangerous Plants / Looking After Scotty	OK FSEF5030-12	\$90
When Lions Hunt / Rory's Dance	OK FSEF5270-12	\$90
Amazing Snakes / The Snake Olympics	OK FSEF5050-12	\$90
Ouch! That Hurts / That's Not Funny, Charlie!	OK FSEF5290-12	\$90
Living Near a Volcano / Volcano Alert!	OK FSEF5070-12	\$90
Flamingos / Ruby in the Middle	OK FSEF5310-12	\$90
Nadif's New Life / Gasari's Herd	OK FSEF5090-12	\$90
Message Sent / Saving Dad	OK FSEF5110-12	\$90

**Guided Reading Level J / DRA Level 18**

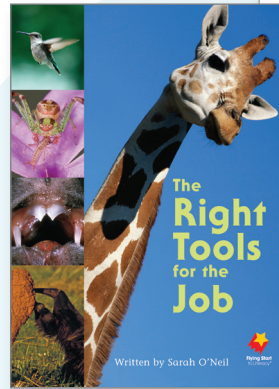
My Soccer Journal / The Leaping Lions	OK FSEF5130-12	\$90
To the Rescue / Super Sam	OK FSEF5330-12	\$90
Fun Food to Make and Eat / The Queen's New Chef	OK FSEF5150-12	\$90
Surviving in the Frozen Forest / How Moose Learned to Swim	OK FSEF5350-12	\$90
Deep in the Sea / A Deep Sea Adventure	OK FSEF5170-12	\$90
You Can Make a Difference! / Save the Sea Otters!	OK FSEF5370-12	\$90
Cleaning Up Our Wetland / The Baby Swans	OK FSEF5190-12	\$90
Desert Elephants / Brother Elephant	OK FSEF5390-12	\$90
Ice Swimmers / The Lucky Fishing Hat	OK FSEF5210-12	\$90
Robots Today, Robots Tomorrow / Robots Run Wild	OK FSEF5230-12	\$90

**OTHER PACKAGES**

Early Fluent Library (one copy of each title)	OK FSEF5000-AOS	\$280
Early Fluent Lesson Plan Set (one copy of each lesson plan)	OK FSEF5000-AOLP	\$160
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSEF5000-ST	\$505

## Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the conceptual load
- Increase the complexity of language structures
- Include less common letter combinations in the vocabulary
- Develop comprehension and fluency through a range of reading strategies.



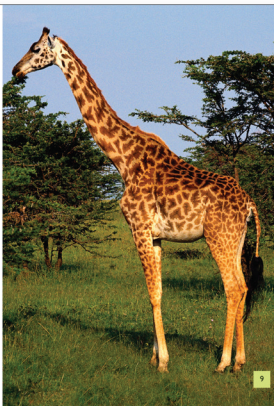
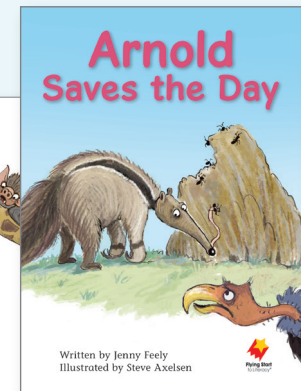
**Giraffes**

Giraffes eat leaves that grow on tall trees. These leaves are high above the ground.

Giraffes have long necks that help them reach these leaves.

Giraffes often eat leaves that have long, sharp thorns. These thorns keep many animals from eating the leaves.

Giraffes move their tongues around the thorns and eat the soft leaves without getting pricked by the thorns.

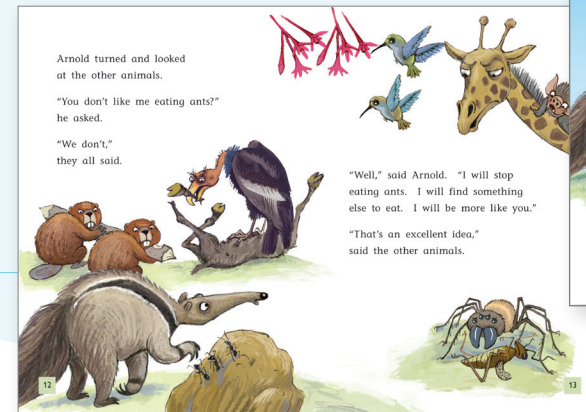
Arnold turned and looked at the other animals.

"You don't like me eating ants?" he asked.

"We don't," they all said.

"Well," said Arnold. "I will stop eating ants. I will find something else to eat. I will be more like you."

"That's an excellent idea," said the other animals.




**Lesson Plans**

**Content vocabulary**

- Identifying "open" ending the "high" sound as a rhyme
- Identifying "ing" ending the "ry" sound as a rhyme

**Phonics**

- Reading and recognizing a nonsense chart
- Using word pairs or syllables to decode

**Reading strategies**

- Reading and recognizing a nonsense chart
- Using word pairs or syllables to decode



**Activity card**

**Draw an animal**

1. Draw a giraffe.

2. Draw a bear.

3. Draw a bird.

4. Draw an ant.

**Lesson Plan Cards** include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



# Experience The Power of the Pair®

Fluent Stage | GRL: K, L, M / DRA: 20, 24, 28



## Guided Reading Levels K–M / DRA Levels 20–28

<b>COMPLETE STAGE</b>	OK FSFL6000	<b>\$2,325</b>
<ul style="list-style-type: none"> <li>• 288 Student Books (6 copies each of 48 titles)</li> <li>• 144 Take-Home Books Lesson Plan Cards (6 copies each of 24 titles)</li> <li>• 24 Lesson Plan Cards (1 for each pair of titles)</li> <li>• 2 Storage Boxes</li> </ul>		
<b>COMPLETE PRINT + DIGITAL STAGE</b>	OD FSFL6000	<b>\$2,675</b>
<b>TWELVE-PACKS</b> (Six copies of each Paired Text plus Lesson Plan Card)		
<b>Guided Reading Level K / DRA Level 20</b>		
Amazing Gardens / The Giant's Garden	OK FSFL6010-12	\$90
Basketball Basics / Alex Stands Tall	OK FSFL6250-12	\$90
Polar Bears / A Bear Called Trouble	OK FSFL6030-12	\$90
Animal Show-offs / The Too-tight Tutu	OK FSFL6270-12	\$90
Looking After Tide Pools / The Smart Little Crab	OK FSFL6050-12	\$90
Surviving the Flood / The Great Flood of Dusty Plains	OK FSFL6290-12	\$90
Driver Ants / Killer Ants	OK FSFL6070-12	\$90
A Long Day at the River / The Crocodile and the Plover	OK FSFL6310-12	\$90
<b>Guided Reading Level L / DRA Level 24</b>		
Animals That Store Food / A Tale of Two Squirrels	OK FSFL6090-12	\$90
Meerkats at Work / Anwar, the Very Bright Meerkat	OK FSFL6330-12	\$90
I Am an Inventor / Gabby's Fast Ride	OK FSFL6110-12	\$90
Protect the Oceans: Act Locally / The Kingdom of Bloom	OK FSFL6350-12	\$90
The Right Tools for the Job / Arnold Saves the Day	OK FSFL6130-12	\$90
My Faraway Home / The Last Lighthouse Keeper	OK FSFL6370-12	\$90
The First Flight / The Balloon Adventure	OK FSFL6150-12	\$90
Designed for Speed / The Sleeping Prince	OK FSFL6390-12	\$90
<b>Guided Reading Level M / DRA Level 28</b>		
Body Works / The Mystery Trip	OK FSFL6170-12	\$90
Polar Bears and the Arctic Sea Ice / Atka's Ice Adventure	OK FSFL6410-12	\$90
Built by Hand / Dr. Zardos and the Mind Stone	OK FSFL6190-12	\$90
Hummingbirds / The Kiss of a Hummingbird's Wing	OK FSFL6430-12	\$90
Living in Space / Space Camp	OK FSFL6210-12	\$90
The Great Railroad Race / The Legend of Jimmy Drake	OK FSFL6450-12	\$90
Marathon Journal / The Marathon Man	OK FSFL6230-12	\$90
Frost / The Smallest Smudger	OK FSFL6470-12	\$90
<b>OTHER PACKAGES</b>		
Fluent Library (one copy of each title)	OK FSFL6000-AOS	\$336
Fluent Lesson Plan Set (one copy of each lesson plan)	OK FSFL6000-AOLP	\$192
Intro-Pack (6 sets of paired-text six-packs with full instructional support)	OK FSFL6000-ST	\$505

# Experience **The Power of the Pair**<sup>®</sup> with a **Fresh Perspective!**

Fluent Plus Stage – Advanced Fluent Stage | GRL: N-V / DRA: 30–50



Beginning with the Fluent Plus stage, we continue our award-winning formula of pairing a narrative text with an informational text, both connected by the same big idea,...



**Visiting the workplace**  
**Shrimp peelers and oyster shuckers**

In Louisiana, Hine met four-year-old Mary who worked by her mother's side shucking two pots of oysters a day. The dirty, rough oyster shells cut her hands and made them bleed.

In South Carolina, Hine photographed young shrimp peelers. Some young workers started work as early as 5:00 am and worked for four hours before going to school. Their hands were sore, swollen, and sometimes bleeding from the acid in the shrimp shells. At night the workers soaked their swollen and bloody fingers in water and alum (a chemical compound) to toughen them up. The acid from the shrimp shells was so strong that it ate through their leather shoes and their metal buckets.

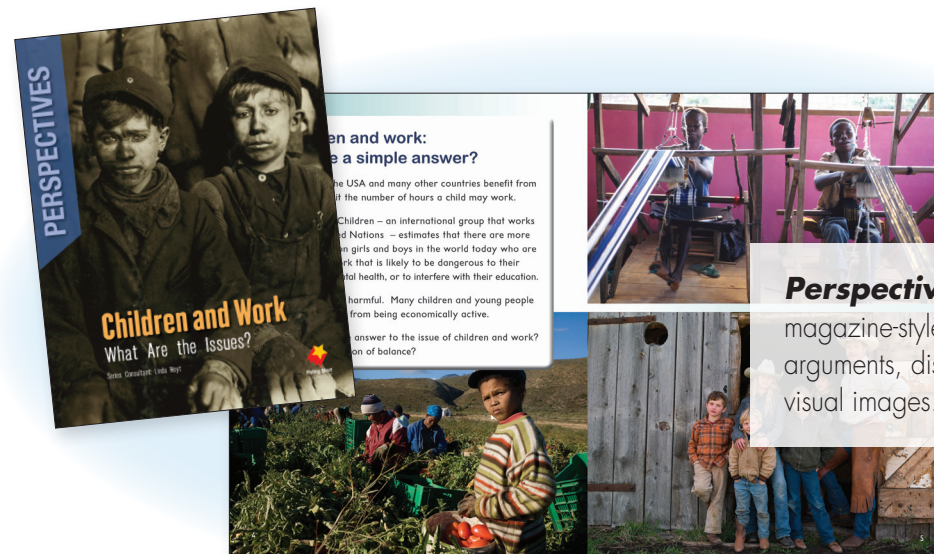
*Book cover: 'Fighting For Children's Rights: The Story of Lewis Hine' by Nancy O'Connor*

*Book cover: 'A Dollar a Day' by Nancy O'Connor, illustrated by Walter Cooney*

*Text from 'A Dollar a Day':* Mickey no longer felt scared going down in the cage each morning. Still, he couldn't say he liked the darkness or the constant creaking of the wooden beams overhead or the... Mickey made Mickey think... Mickey sighed. "Mam, I know how to read, and all the other drivers make fun of me for it. He doesn't tell her that one of them, Joe, calls him School Boy."

**Paired texts** introduce students to critical content-area concepts with entertaining stories and related informational background.

...and extend students' thinking with *Perspectives*—additional takes on the issues introduced in the paired texts.



**PERSPECTIVES**

**Children and Work**  
**What Are the Issues?**

**Children and work: Is there a simple answer?**

In the USA and many other countries benefit from... the number of hours a child may work.

Children — an international group that works... Nations — estimates that there are more... girls and boys in the world today who are... work that is likely to be dangerous to their... mental health, or to interfere with their education... harmful. Many children and young people... from being economically active.

answer to the issue of children and work?... on of balance?

**Perspectives** contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.

# Concept Sets Build Understanding of Key Issues

## ISSUE: What is Treasure?

### Paired Text Lesson Plan Sequence

- Exploring Vocabulary
- Establishing Strategy Focus
- Reading with Teacher Support
- Working with a Partner
  - Quick Writing
  - Talk About the Book
- Vocabulary Reflection
- Strategy Reflection

Paired, leveled texts partner with *Perspectives* collections to build and extend students' understanding of timely concepts.



### Perspectives Lesson Plan Sequence

- Inquiry
- Independent Partner Work
- Thinking and Talking Circles
  - Reading Closely
- Writing a Persuasive Argument

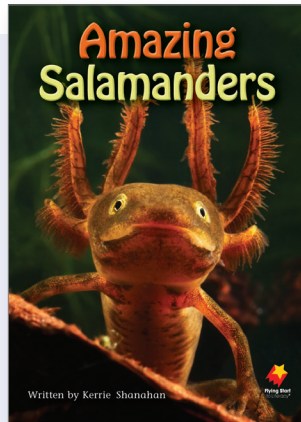
Through the teaching and learning model embedded in the Lesson Plans, students build a metacognitive understanding of their own learning process.

## Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the use of more specialized and technical language
- Use literary language
- Encourage drawing inferences from the text.

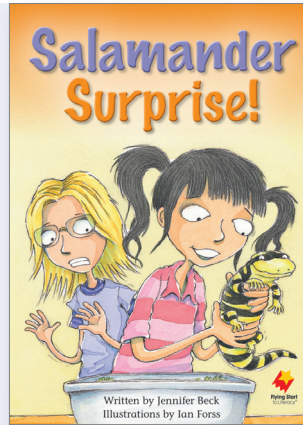
## Perspectives Texts at This Stage:

- Present issues related to the paired texts
- Introduce the thinking and talking circle to promote deep discussion
- Promote close reading.



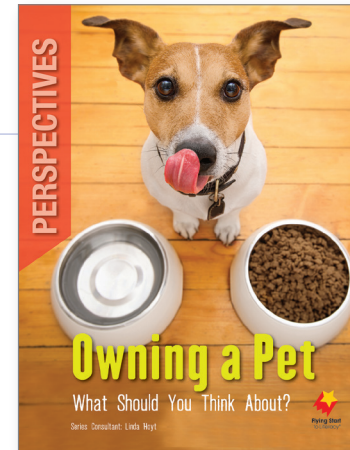
### Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.



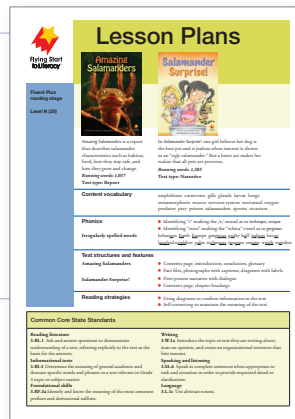
### Narrative texts

reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



### Perspectives

contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



### Lesson Plan Cards

include Before-, During-, and After- Reading guidance for each book, plus synthesizing activities that reinforce the key concepts of each pair.

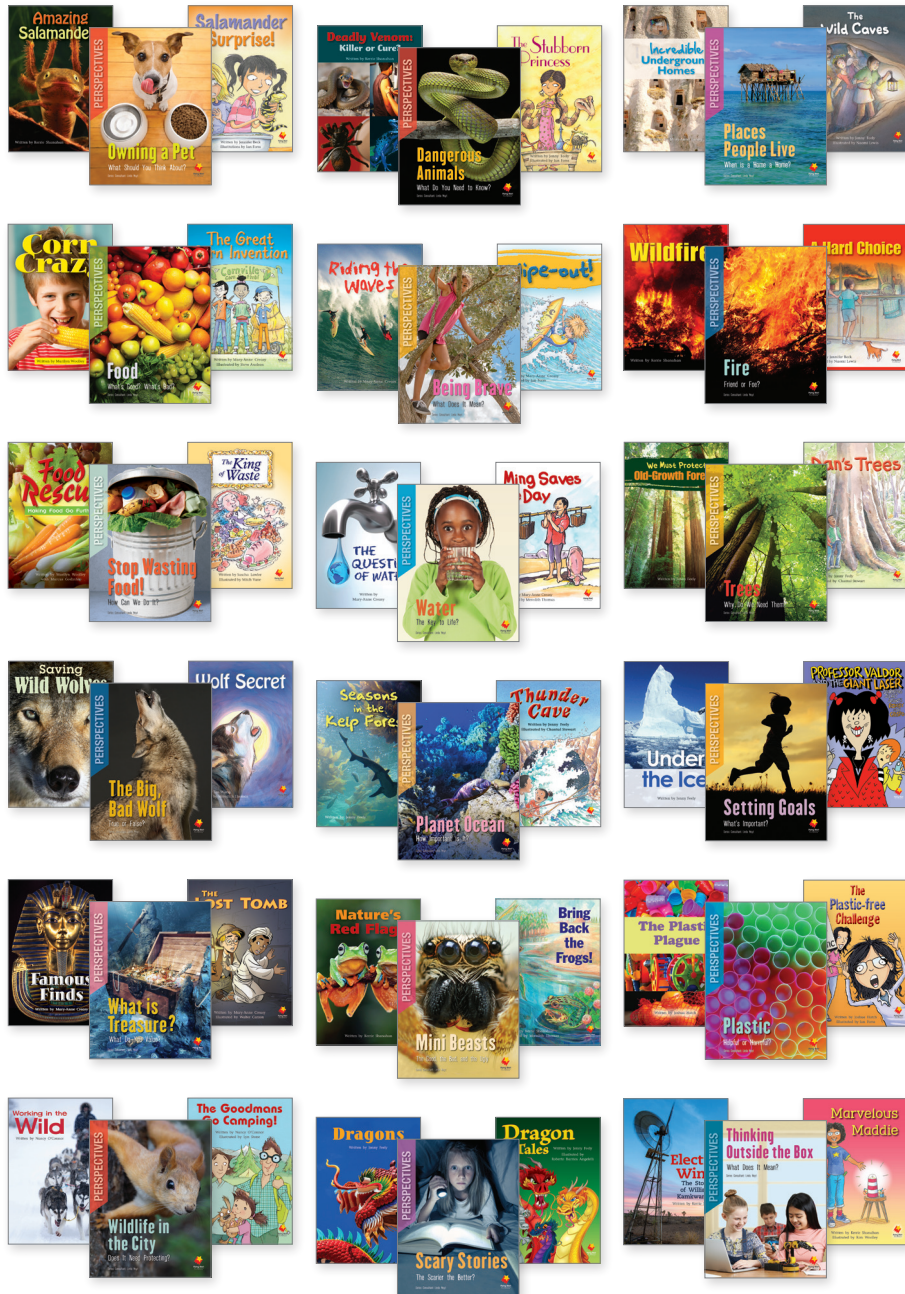


### Perspectives Lesson Plans

help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)



### Guided Reading Levels N–P / DRA Levels 30–38

#### COMPLETE STAGE

- 216 Student Books (6 copies each of 36 titles)
- 18 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 108 *Perspectives* Books (6 copies each of 18 titles)
- 18 *Perspectives* Books Lesson Plan Cards (1 for each title)
- 108 Take-Home Books (6 copies each of 18 titles)
- 3 Storage Boxes

OK FSFP7019 **\$2,770**

List Price:  
**\$2,993**

#### COMPLETE PRINT + DIGITAL STAGE

OD FSFP7019 **\$3,120**

#### EIGHTEEN-PACKS (Six copies of each Paired Text and *Perspectives* title, plus two Lesson Plan Cards)

##### Guided Reading Level N / DRA Level 30

Amazing Salamanders / Salamander Surprise! / Owning a Pet	OK FSFP7010-18	\$145
Corn Crazy / The Great Corn Invention / Food	OK FSFP7030-18	\$145
Food Rescue / The King of Waste / Stop Wasting Food	OK FSFP7050-18	\$145
Saving Wild Wolves / Wolf Secret / The Big, Bad Wolf	OK FSFP7070-18	\$145
Famous Finds / The Lost Tomb / What is Treasure?	OK FSFP7250-18	\$145
Working in the Wild / The Goodmans Go Camping / Wildlife in the City	OK FSFP7270-18	\$145

##### Guided Reading Level O / DRA Level 34

Deadly Venom: Killer or Cure? / The Stubborn Princess / Dangerous Animals	OK FSFP7090-18	\$145
Riding the Waves / Wipe-out! / Being Brave	OK FSFP7110-18	\$145
The Question of Water / Ming Saves the Day / Water	OK FSFP7130-18	\$145
Seasons in the Kelp Forest / Thunder Cave / Planet Ocean	OK FSFP7150-18	\$145
Nature's Red Flags / Bring Back the Frogs! / Mini Beasts	OK FSFP7290-18	\$145
Dragons / Dragon Tales / Scary Stories	OK FSFP7310-18	\$145

##### Guided Reading Level P / DRA Level 38

Incredible Underground Homes / The Wild Caves / Places People Live	OK FSFP7170-18	\$145
Wildfires / A Hard Choice / Fire	OK FSFP7190-18	\$145
We Must Protect Old-Growth Forests / Dan's Trees / Trees	OK FSFP7210-18	\$145
Under the Ice / Professor Valdor and the Giant Laser / Setting Goals	OK FSFP7230-18	\$145
The Plastic Plague / The Plastic-free Challenge / Plastic	OK FSFP7330-18	\$145
Electric Wind: The Story of William Kamkwamba / Marvelous Maddie / Thinking Outside the Box	OK FSFP7350-18	\$145

#### OTHER PACKAGES

Fluent Plus Library (one copy of each title)	OK FSFP7019-AOS	\$270
Fluent Plus <i>Perspectives</i> Library (one copy of each title)	OK FSFP7019-PAOS	\$135
Fluent Plus Lesson Plan Set (one copy of each lesson plan)	OK FSFP7019-AOLP	\$144
Fluent Plus <i>Perspectives</i> Lesson Plan Set (one copy of each lesson plan)	OK FSFP7019-PAOLP	\$108
Intro-Pack (6 sets of paired-text four-packs with full instructional support)*	OK FSFP7024-ST	\$440

\*At Fluent Plus, your Intro-Pack will include 6-packs of 4 paired texts with Lesson Plan Cards, plus 4 *Perspectives* texts in 6-packs with a Lesson Plan Card for each.

## Paired, Connected Texts at This Stage:

- Support sustained reading with chapter books
- Increase the use of more specialized and technical language
- Use literary language
- Encourage drawing inferences from the text.

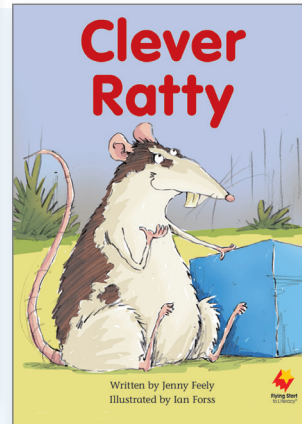
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- Introduce the thinking and talking circle to promote deep discussion
- Promote close reading.



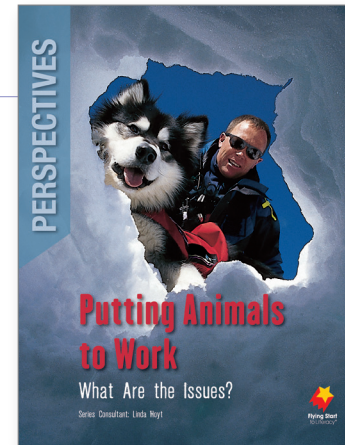
### Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.



### Narrative texts

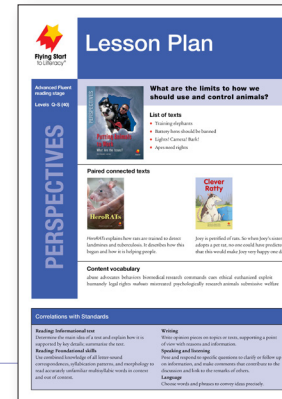
reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



**Perspectives** contain short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



**Lesson Plans** for the pair encourage higher-level thinking and provide opportunities for students to write in response both to the text and to their collaborative conversations.



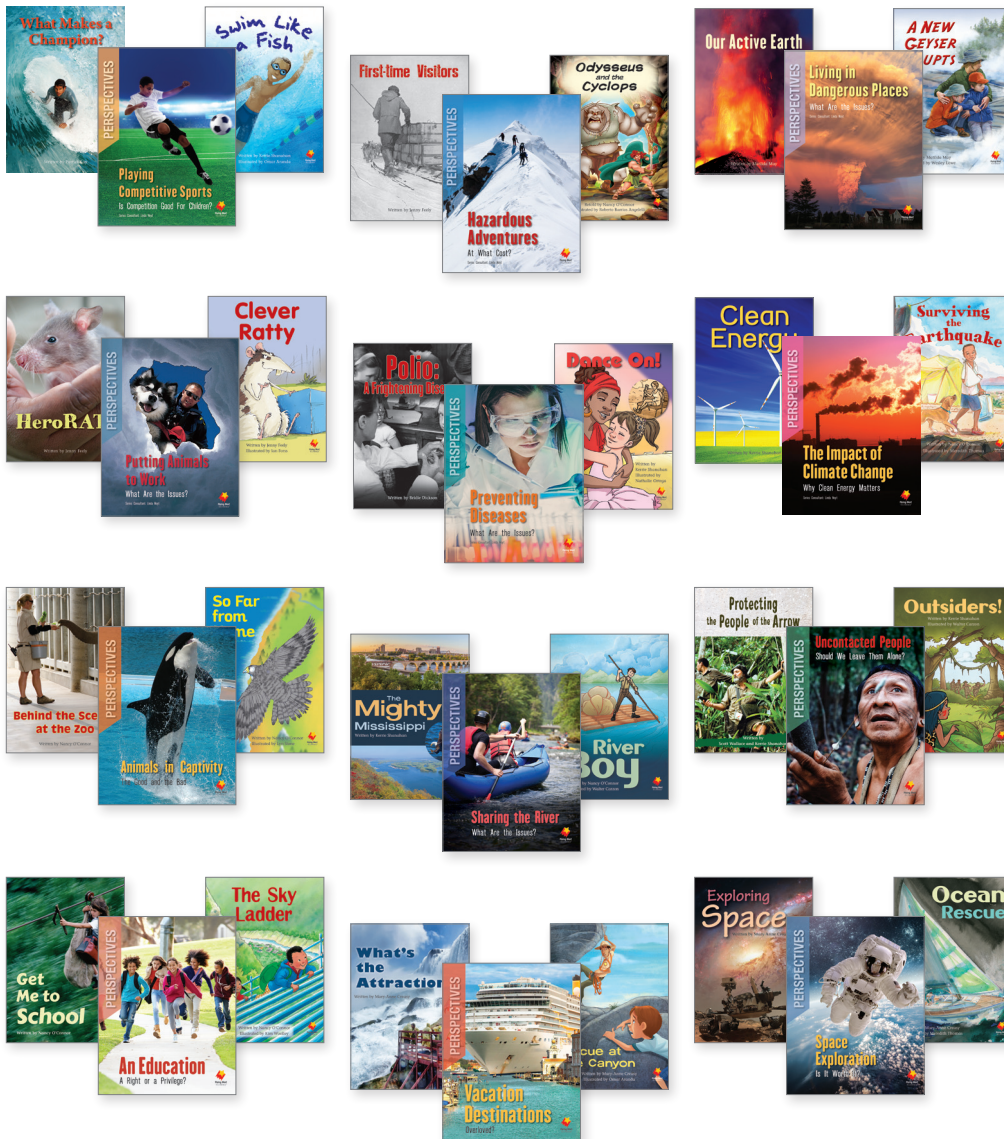
**Perspectives Lesson Plans** help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



See more at: [flying-start.myokapi.com](http://flying-start.myokapi.com)

# Gain a Fresh Perspective!

Advanced Fluent Stage | GRL: Q, R, S / DRA: 40



## Guided Reading Levels Q-S / DRA Level 40

### COMPLETE STAGE

OK FSAF8020 ..... **\$1,975**

List Price: ~~\$2,134~~

- 144 Student Books (6 copies each of 24 titles)
- 12 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 72 *Perspectives* Books (6 copies each of 12 titles)
- 12 *Perspectives* Books Lesson Plan Cards (1 for each title)
- 2 Storage Boxes

### COMPLETE PRINT + DIGITAL STAGE

OD FSAF8020 ..... **\$2,325**

**EIGHTEEN-PACKS** (Six copies of each Paired Text and *Perspectives* title, plus two Lesson Plan Cards)

### Guided Reading Level Q / DRA Level 40

What Makes a Champion? / Swim Like a Fish / Playing Competitive Sports	OK FSAF8010-18	\$162
HeroRATS / Clever Ratty / Putting Animals to Work	OK FSAF8030-18	\$162
Behind the Scenes at the Zoo / So Far from Home / Animals in Captivity	OK FSAF8130-18	\$162
Get Me to School! / The Sky Ladder / Education	OK FSAF8150-18	\$162

### Guided Reading Level R / DRA Level 40

First-time Visitors / Odysseus and the Cyclops / Hazardous Adventures	OK FSAF8050-18	\$162
Polio: A Frightening Disease / Dance On! / Preventing Diseases	OK FSAF8070-18	\$162
The Mighty Mississippi / River Boy / Sharing the River	OK FSAF8170-18	\$162
What's the Attraction? / Rescue at Blue Canyon / Vacation Destinations	OK FSAF8190-18	\$162

### Guided Reading Level S / DRA Level 40

Our Active Earth / A New Geyser Erupts / Living in Dangerous Places	OK FSAF8090-18	\$162
Clean Energy / Surviving the Earthquake / The Impact of Climate Change	OK FSAF8110-18	\$162
Protecting the People of the Arrow / Outsiders! / Uncontacted People	OK FSAF8210-18	\$162
Exploring Space / Ocean Rescue / Space Exploration	OK FSAF8230-18	\$162

### OTHER PACKAGES

Advanced Fluent Q-S Library (one copy of each title)	OK FSAF8020-AOS	\$192
Advanced Fluent Q-S <i>Perspectives</i> Library (one copy of each title)	OK FSAF8020-PAOS	\$108
Advanced Fluent Q-S Lesson Plan Set (one copy of each lesson plan)	OK FSAF8020-AOLP	\$96
Advanced Fluent Q-S <i>Perspectives</i> Lesson Plan Set (one copy of each lesson plan)	OK FSAF8020-PAOLP	\$96
Intro-Pack (6 sets of paired-text four-packs with full instructional support)*	OK FSAF8000-ST	\$425

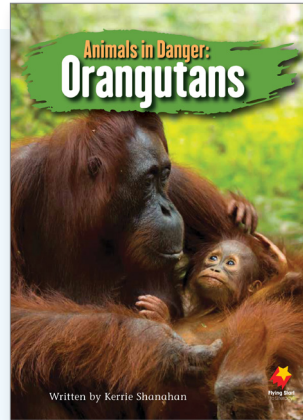
\*At Advanced Fluent Q-S, your Intro-Pack will include 6-packs of 3 paired texts with Lesson Plan Cards, plus 3 *Perspectives* texts in 6-packs with a Lesson Plan Card for each.

## Paired, Connected Texts at This Stage:

- Motivate readers with rich content
- Support active engagement in reading
- Integrate reading, writing, listening, and speaking
- Stimulate critical thinking through reading closely.

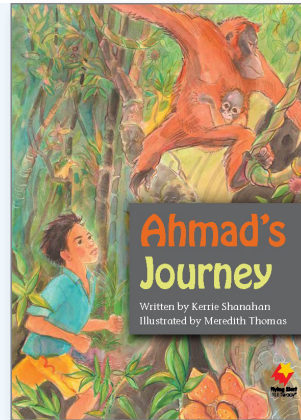
## Perspectives Texts at This Stage:

- Provide essential questions to promote purposeful reading
- Promote recognizing different points of view
- Include a variety of short, authentic texts
- Encourage collaborative conversations
- Extend learning through performance tasks.



### Informational texts

present the big ideas around a concept. They go beyond readers' personal experiences and include a range of features including primary sources that support the text.

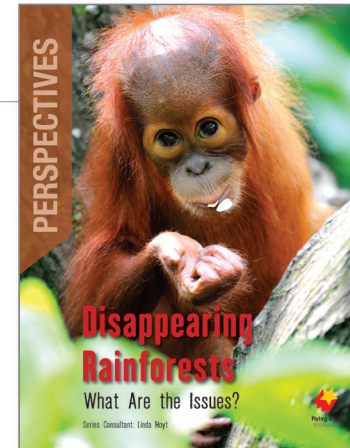


### Narrative texts

reflect the big ideas through their characters and plots. They feature plots with subplots, non-sequential treatment of time, and a range of literary devices.



**Lesson Plans** for the pair encourage higher-level thinking and provide opportunities for students to write in response both to the text and to their collaborative conversations.



**Perspectives** contains short texts in a magazine-style format and include posters, arguments, discussions, letters, and visual images.



**Perspectives Lesson Plans** help you engage and support students in critical discussions, assist them in recognizing different points of view, and write persuasively from their own perspective.



# Gain a Fresh Perspective!

Advanced Fluent Stage | GRL: T, U, V / DRA: 50



## Guided Reading Levels T–V / DRA Level 50

**COMPLETE STAGE** ..... OK FSAF9020 ..... **\$1,975**  
 List Price: ~~\$2,134~~

- 144 Student Books (6 copies each of 24 titles)
- 12 Paired-Text Lesson Plan Cards (1 for each pair of titles)
- 72 *Perspectives* Books (6 copies each of 12 titles)
- 12 *Perspectives* Books Lesson Plan Cards (1 for each title)
- 2 Storage Boxes

**COMPLETE PRINT + DIGITAL STAGE** ..... OD FSAF9020 ..... **\$2,325**

**EIGHTEEN-PACKS** (Six copies of each Paired Text and *Perspectives* title, plus two Lesson Plan Cards)

### Guided Reading Level T / DRA Level 50

Animals in Danger: Orangutans / Ahmad's Journey / Disappearing Rainforests	OK FSAF9010-18	\$162
Discovering the Lost World / Exploring Galápagos / Natural Wonders of the World	OK FSAF9030-18	\$162
Animal Partnerships / Honey Hunters / Living Together	OK FSAF9130-18	\$162
Restoring Coral Reefs / Colorful Coral / Ecosystems in Trouble	OK FSAF9150-18	\$162

### Guided Reading Level U / DRA Level 50

Fighting for Children's Rights / A Dollar a Day / Children and Work	OK FSAF9050-18	\$162
The Camera Doesn't Lie! / The Scoop / Caught on Camera	OK FSAF9070-18	\$162
Leading the Way / An Unlikely Leader / What Makes a Leader?	OK FSAF9170-18	\$162
Living with Robots / Milo and the Robots / Robots	OK FSAF9190-18	\$162

### Guided Reading Level V / DRA Level 50

Living in Harsh Environments / Into the Desert / Living with the Weather	OK FSAF9090-18	\$162
The Mystery of the Pyramids / King for a Week / Archaeological Treasures	OK FSAF9110-18	\$162
Privacy and the Internet / Tagged! / Watching Every Move You Make	OK FSAF9210-18	\$162
Back from Extinction / The Return of the Woolly Mammoth / Extinction is Forever	OK FSAF9230-18	\$162

### OTHER PACKAGES

Advanced Fluent T-V Library (one copy of each title)	OK FSAF9020-AOS	\$192
Advanced Fluent T-V <i>Perspectives</i> Library (one copy of each title)	OK FSAF9020-PAOS	\$108
Advanced Fluent T-V Lesson Plan Set (one copy of each lesson plan)	OK FSAF9020-AOLP	\$96
Advanced Fluent T-V <i>Perspectives</i> Lesson Plan Set (one copy of each lesson plan)	OK FSAF9020-PAOLP	\$96
Intra-Pack (6 sets of paired-text four-packs with full instructional support)*	OK FSAF9000-ST	\$425

\* At Advanced Fluent T-V, your Intra-Pack will include 6-packs of 3 paired texts with Lesson Plan Cards, plus 3 *Perspectives* texts in 6-packs with a Lesson Plan Card for each.

**READING DEVELOPMENT**

**Early Emergent** Levels A–B

**The students will be able to:**

- ★ Search the pictures in order to talk about the text
- ★ React to and discuss what has been read
- ★ Understand the story
- ★ Use the pictures to problem solve unknown words
- ★ Locate where to begin and end the reading
- ★ Locate and talk about the title
- ★ Read word after word in sequence (left to right)
- ★ Follow return sweep
- ★ Recognize a pattern
- ★ Differentiate between a letter and a word
- ★ Match one to one using finger
- ★ Locate and frame known and unknown words
- ★ Use known initial letters to figure out words

**Emergent** Levels C–D

**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Monitor their reading for what makes sense, sounds right, and looks right
- ★ Use pictures to predict and confirm reading
- ★ Recognize and use repetitive patterns in text
- ★ Notice when what they read does not match the text (e.g. stops, pauses, rereads)
- ★ Reread to regain meaning, structure, and accuracy
- ★ Retell and discuss the story
- ★ Retell information from informational text
- ★ Read fluently on repeated reads
- ★ Use their increasing bank of high frequency words when they read
- ★ Identify high frequency words in a variety of contexts
- ★ Use letters (initial and final) to figure out words

**Early** Levels E–F

**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Use the text as well as the pictures to recall and predict the story
- ★ Monitor their reading for what makes sense
- ★ Confirm by checking the pictures and rereading
- ★ Read on as well as rereading to maintain meaning
- ★ Read with fluency and phrasing by attending to simple punctuation
- ★ Retell and discuss aspects of story
- ★ Discuss characters' actions and feelings
- ★ Retell and discuss information from informational texts
- ★ Decode words by looking through the word
- ★ Use root words to figure out words with inflectional endings

**Transitional** Levels G–H

**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Independently reread the text to confirm predictions and clarify meaning
- ★ Integrate meaning, structure, and visual information
- ★ Use meaning, structure, and visual information flexibly and consistently
- ★ Self-correct when the reading does not make sense, sound right or look right
- ★ Read fluently and with phrasing
- ★ Retell the story in logical sequence
- ★ Discuss relationships between characters
- ★ Use visual supports when reading informational texts
- ★ Support thinking by referring to evidence in the text
- ★ Use their knowledge of punctuation to read fluently and meaningfully
- ★ Search for and use chunks in words

## READING DEVELOPMENT cont.

**Early Fluent** Levels I–J**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Select and integrate appropriate strategies to make meaning (e.g. make and substantiate predictions, reread and read on, slow down)
- ★ Self-correct at point of error
- ★ Read a variety of text types with fluency and comprehension
- ★ Retell and discuss a story with significant details
- ★ Discuss aspects of story such as character, setting, and plot
- ★ Extract information from informational passages by using the text and graphic supports
- ★ Retell and discuss important information from informational texts
- ★ Sustain reading on longer and more complex texts
- ★ Builds meaning across a text
- ★ Use chapter headings to prepare for reading
- ★ Support opinions by referring to the text
- ★ Read and comprehend texts that are removed from their personal experiences
- ★ Read fluently, managing line breaks
- ★ Use chunks and analogy to decode words
- ★ Use word segmentation and syllabification to decode multisyllabic words

**Fluent** Levels K–M**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Use a range of strategies to get meaning from text (e.g. self-correct, read on, reread, slow down)
- ★ Use text features to support reading
- ★ Beginning to consider genre and text types to anticipate and organize understandings and big ideas from texts
- ★ Identify themes in stories
- ★ Discuss aspects of story such as character, setting, and plot and how they connect
- ★ Extract and discuss information from informational passages by integrating the text and visual supports
- ★ Justify opinions by referring to text evidence
- ★ Discuss the author's point of view
- ★ Read fluently, adjusting for text type
- ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words to solve unknown words

**Fluent Plus** Levels N–P**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Use a range of strategies automatically to get meaning from text (e.g. self-correct, read on, reread, slow down)
- ★ Use a range and variety of text features to support reading
- ★ Consider genre and text types to anticipate and organize understandings and big ideas from texts
- ★ Identify and discuss themes in and across stories
- ★ Discuss aspects of story such as character, setting, and plot and how they connect
- ★ Extract and discuss information from informational passages by integrating the text and visual supports
- ★ Use text language (e.g. phrases, clauses, word choice...) to understand relationships between and among big ideas and concepts
- ★ Justify opinions by referring to text evidence
- ★ Discuss the author's point of view and compare with their own
- ★ Read fluently, adjusting for text type
- ★ Use their increasing knowledge of letter clusters, affixes, and root and compound words and contextual information to solve unknown words

**Advanced Fluent** Levels Q–V**The students will be able to:**

- ★ Demonstrate use of strategies from previous levels
- ★ Scan texts to identify key elements and organizational structures
- ★ Synthesize and discuss information within and across texts
- ★ Make judgments about the parts of a text that are important for the meaning
- ★ Evaluate and discuss the impact of the use of graphical devices
- ★ Use experience, knowledge of recurring themes, text structures, and language to make deeper meaning of text
- ★ Identify and evaluate characters' actions and motivation
- ★ Recognize and discuss critically the author's point of view
- ★ Evaluate and discuss the impact of the author's use of literary devices
- ★ Recognize and analyze bias, propaganda, and stereotyping in texts

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**Flying Start to Literacy**® is based on research from the National Early Literacy Panel (2008) and the National Reading Panel (2000) in the United States, and several other major books, reports, and research investigations into early literacy teaching and learning.

### Significant findings are:

- 1 **Key vocabulary needs to be controlled and introduced systematically.**  
*Helman and Burns, 2008; Hiebert and Sailors, 2009; Mesmer and Cumming, 2009; Mesmer, Cunningham, and Hiebert, 2012.*
- 2 **High-frequency words should have a high rate of repetition.**  
*Clay, 2002; Elley, 1989; Fry and Kress, 2006; Helman and Burns, 2008; Hiebert, Brown, Taitague, Fisher, and Adler, 2004.*
- 3 **A variety of text types enable the development of a range of reading strategies.**  
*Derewianka, 1990; Duke and Buillman, 2009.*
- 4 **Text complexity should be carefully sequenced to build reading strategies.**  
*Clay, 2002; Fountas and Pinnell, 2006.*
- 5 **Phonics and phonemic awareness need to be taught systematically and explicitly.**  
*Ehri, Nunes, Stahl, and Willows, 2001; Paris, 2005; Torgerson, Brooks, and Hall, 2006.*
- 6 **Fluency enhances comprehension.**  
*Pressley, Gaskins, and Fingeret, 2006; Rasinsky, 2006.*
- 7 **Reading and writing are linked.**  
*Derewianka, 1990; McCarrier, Fountas, and Pinnell, 2000; Paquette, 2007.*
- 8 **Assessment should be ongoing and should inform instruction.**  
*Snow and Van Hemel, 2008.*

### 1 **Key vocabulary needs to be controlled and introduced systematically.**

Key vocabulary words are words of high interest in students' personal lives and are words that represent familiar concepts and images. Key vocabulary is made up of familiar verbs, adjectives, and nouns common to students' personal lives. When key vocabulary is controlled and placed in sentences with a high proportion of high-frequency words, repetition and practice build the reader's confidence, which is particularly important for emerging bilinguals. The acquisition of key vocabulary informs students' oral language and literacy development.

#### What this means in *Flying Start to Literacy*®:

- ★ The introduction of key content vocabulary is controlled, and key content vocabulary is constantly revisited.
- ★ The system of connected books presents the same key content vocabulary in different sentence structures and contexts.

### 2 **High-frequency words should have a high rate of repetition.**

Texts with the following features scaffold reading success; in particular: the reading success of emerging bilinguals:

Texts with high word repetition rates.

Texts with low ratios of unfamiliar words.

These scaffolds will decrease the cognitive load for students learning to speak and read English.

### What this means in *Flying Start to Literacy*®:

- ★ Connected, paired books present the same high-frequency words in different sentence structures and text types.
- ★ There is a high repetition rate of high-frequency words and a low ratio of unfamiliar words.
- ★ High-frequency words are gradually and systematically introduced and reused.

The high-frequency words in *Flying Start to Literacy*® are those represented by Fry's 300 Instant Sight Words and are predominantly function words, for example, "like," "was," "am," and "the." In the book *Me*, there are 21 running words, and the high-frequency words are repeated seven times in the book. At the Early Emergent Stage, the ratio of high-frequency words to total words is 2:3.

### 3 A variety of text types enable the development of a range of reading strategies.

Informational texts provide examples of reading and writing for authentic purposes so that students can find information about a topic or learn how to make or construct something. For some readers informational texts may be more engaging than narrative texts. A range of text types acts as a model for writing for different purposes and with different language features. The more experience students have with reading and learning from informational texts, and the more familiar

they are with the purpose and features of informational texts, the more likely they will be effective and efficient readers of this text type in the future.

### What this means in *Flying Start to Literacy*®:

- ★ A range of text types with different structures and text features is presented.
- ★ Key vocabulary and high-frequency words within different text types build reading strategies for texts that have different purposes.

### 4 Text complexity should be carefully sequenced to build reading strategies.

A graded sequence of reading is important for scaffolding learning. Texts can be graded into complexity levels according to vocabulary, sentence structure, meaning or concept-load, conventions of print, or changes in language style, such as an increase in embedded clauses.

### What this means in *Flying Start to Literacy*®:

- ★ *Flying Start to Literacy*® is sequenced into 9 Developmental Stages and Guided Reading Levels A–V. The levels have been sequenced and field tested in schools.
- ★ Reading strategies are developed and consolidated at each Guided Reading Level.

### 5 Phonics and phonemic awareness need to be taught systematically and explicitly.

A developmental schema for phonics can introduce beginning readers to phonemic awareness sequentially and enable them to gain a clear understanding of how sounds map to letters.

### What this means in *Flying Start to Literacy*®:

- ★ Phonics is viewed as one of the many important sources of information in the reading process.
- ★ Underpinning *Flying Start to Literacy*® is a systematic and explicit program of phonemic awareness and phonics.
- ★ The language sequence is matched in the books to provide a context for learning.
- ★ For the developing reader there are many opportunities to use phonics skills and strategies with words that are phonologically accessible without resorting to simplistic decodable books where meaning is jeopardized.

### 6 Fluency enhances comprehension.

There are three key elements of reading fluency: accuracy in word decoding, the ability to automatically recognize words, and appropriate use of meaningful oral expression while reading. These three components comprise a gateway to comprehension.

#### What this means in *Flying Start to Literacy*®:

- ★ The ability to recognize words accurately and rapidly, and to group words in meaningful phrases, is emphasized throughout.
- ★ Many opportunities for oral reading are provided. Lesson Plans include re-reading of books to improve word identification skills and comprehension.
- ★ Inexpensive Take-Home Books provide further opportunities for students to read a familiar text independently. Students should keep these books and build their own home library of familiar texts that they can read and re-read.

#### 7 Reading and writing are linked.

Writing encourages students to match the spoken word and the written word. In writing, students interact with words and word order in context. Books offer good models for writing. Analyzing how authors use various qualities of good writing, or the six traits approach (ideas, organization, voice, word choice, sentence fluency, and conventions), can encourage students to model their stories after the experts (*Paquette, 2007*). Using different text types, such as personal narrative, procedure, report, narrative, argument, and explanation, encourages students to use these text types in their writing.

#### What this means in *Flying Start to Literacy*®:

- ★ The presentation of a range of text types and the pairing of informational and narrative books provide models of writing for the reader.

- ★ Each pair of books is supported by a comprehensive Lesson Plan, which includes writing as an integral part of the lesson.

#### 8 Assessment should be ongoing and should inform instruction.

There is a need for assessment, which has classroom validity, to provide information for instruction. Formative assessment, as opposed to fragmented assessment items, includes the use of Running Records of Reading (*Clay 2002*) where teachers analyze students' early reading using forms of miscue analysis or running records of books read by students. The use of valid assessment in literacy has the potential to provide both information for accountability, and to provide information for teaching. In classrooms with very diverse learners, teachers are constantly checking for students who understand the moment-to-moment activities. Teachers make judgments based on observation, note-taking, questioning, and scaffolding. Teachers observe students' learning and plan for what the students are ready to learn.

#### What this means in *Flying Start to Literacy*®:

- ★ Ongoing assessment forms part of the teaching sequence.
- ★ Each Lesson Plan identifies a reading strategy as a focus for an individual book and provides monitoring points to alert the teacher to observe how each student is using the selected strategy.

- ★ A full range of reading strategies for each developmental stage is covered.
- ★ Assessment checklists are available with the program.

**In conclusion**, according to *Sailors, Hoffman, and Condon (2009)*, the framework of well-designed, appropriately leveled texts is characterized by three major factors:

- ★ instructional design
- ★ engaging qualities
- ★ accessibility.

**Instructional design** in programs for beginning readers provides for repeated exposure to high-frequency words, which leads to ease of word recognition. Another underlying instructional design principle is repeated exposure to common word families, such as *ay* and *ook*, that build developmentally from common letter-sound relationships to the less common, less regular, and more complex letter-sound relationships.

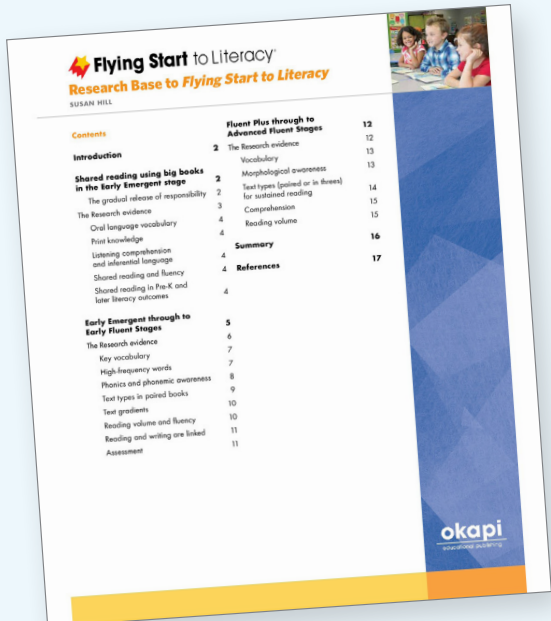
**Engaging qualities** include the content, the language, and the design. The content stimulates the reader to think about issues and may also evoke strong emotion. The language needs to be clear and the vocabulary appropriate, and, where possible, easy and fun to read aloud. According to *Sailors, Hoffman, and Condon (2009)*, the design of the text needs to be aesthetically pleasing in terms of layout, format, and the use of line, color, shape, and texture. The design extends and

supports the reader to comprehend the story or the information in the book.


**The accessibility** of the text is tied to three factors: ability to decode, predictability, and format. Although many of the words may be decodable and predictable, there needs to be an element of challenge and engagement when meeting familiar words in a new context. Well-designed leveled texts

should be highly engaging, highly accessible, as well as high in instructional design.

**The framework** of *Flying Start to Literacy*® has been developed to meet all the foregoing criteria related to instructional design, engaging qualities, and accessibility, and to maximize the learning experience of beginning readers in highly motivating contexts.




For Susan Hill's complete white paper, **Research Base to Flying Start to Literacy™**, which includes Grades 3-5 and shared reading, go to: [flying-start.myokapi.com](http://flying-start.myokapi.com) or scan here!



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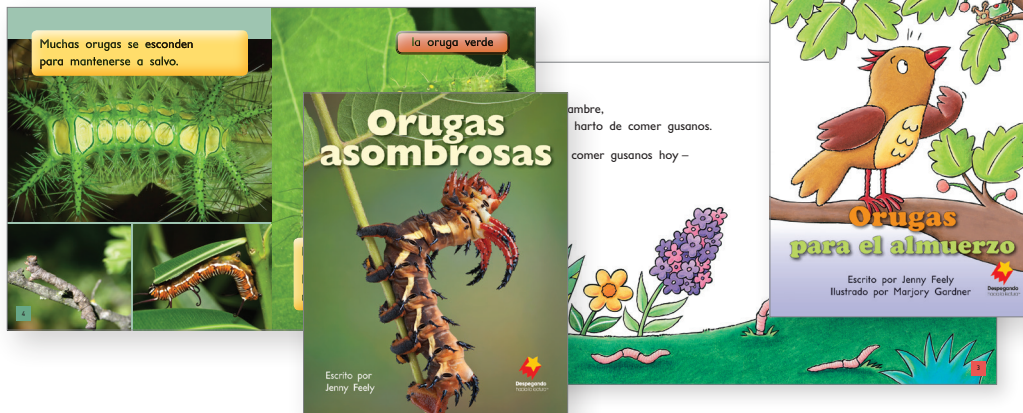
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