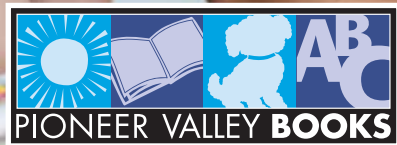




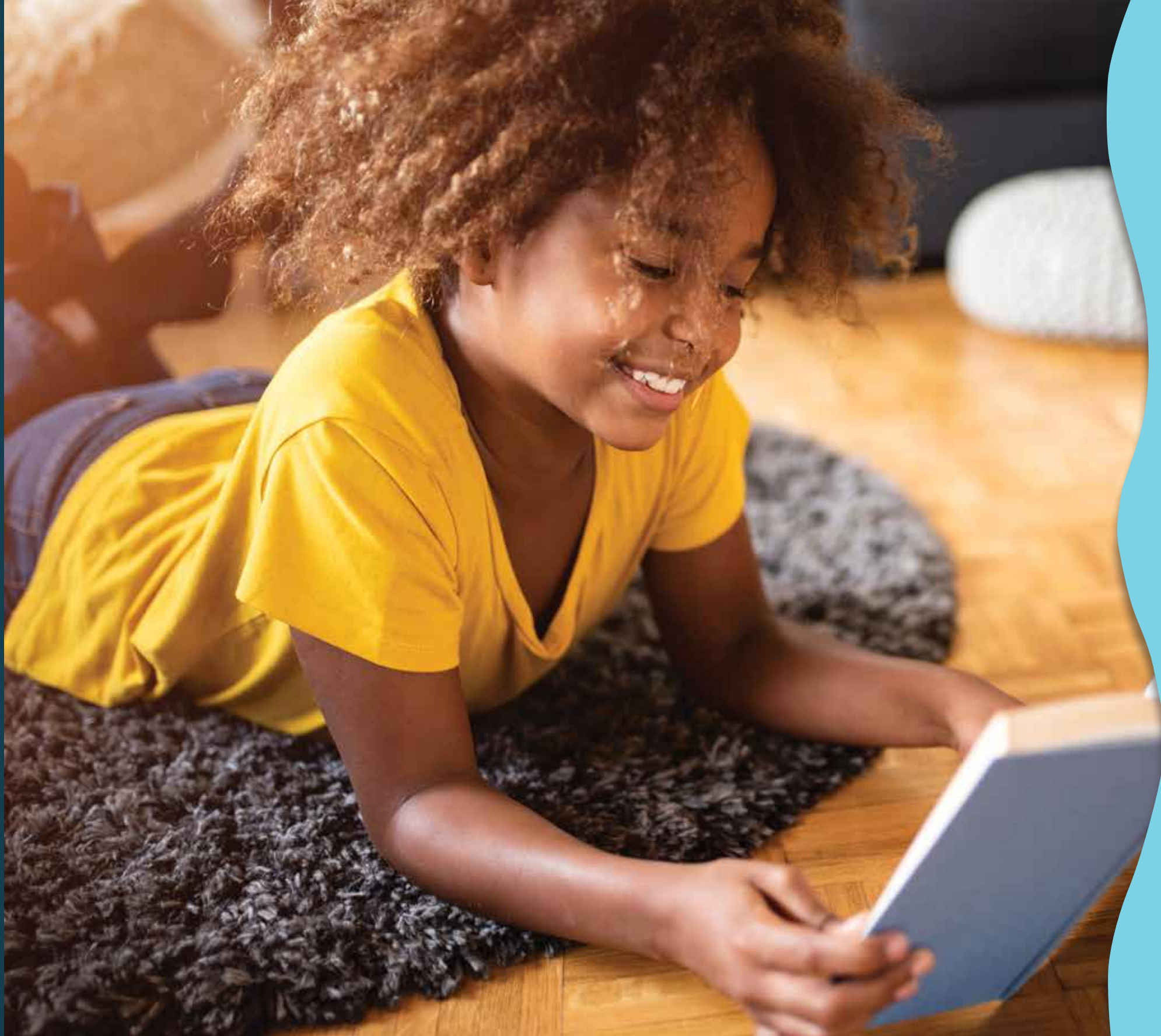
LITERACY Footprints

A COMPREHENSIVE LITERACY PROGRAM

EIGHT SYSTEM INSTRUCTION FOR K-6 LEARNERS



4-11	Overview
12-19	Stepping Together Shared Reading
20-23	Interactive Read-Aloud
24-43	Guided Reading
44-47	Intervention Partner
48-51	Book Closet
52	Guided Reading Assessment
53	Phonics Launch
54-57	Digital Reader
58-59	Resources and Tools
60-61	Professional Learning
62-63	Measure Student Progress



OUR GOAL
IS SIMPLE.

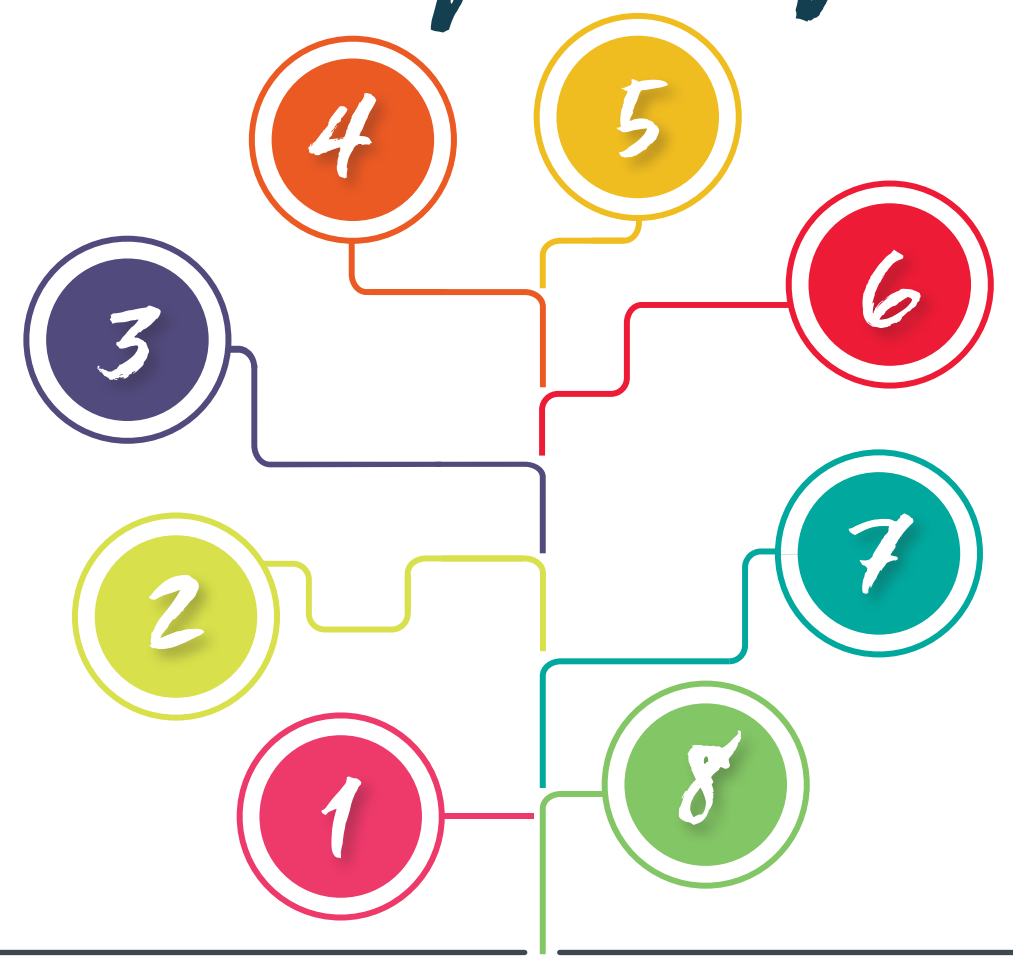
WE WANT
all students
TO BECOME
PROFICIENT
READERS
WHO CAN'T
WAIT TO
*read another
book!*



Your Best
Next Step Is Here!



A COMPREHENSIVE
Literacy Program



EIGHT SYSTEMS TO SUPPORT YOUR
LITERACY INSTRUCTION FOR K-6 LEARNERS

A COMPREHENSIVE LITERACY PROGRAM

Literacy Footprints is designed to meet all of your literacy block needs. The Literacy Footprints program includes six Literacy Footprints systems and two support systems: the Digital Reader and Phonics Launch. Together, these powerful systems will support students in developing phonemic awareness, phonics, vocabulary, comprehension, and writing skills. Whether you use one system or combine all of them—our goal is to support proficient readers who can't wait to read another book!



INTERVENTION PARTNER

Small-group supplementary intervention lessons to turn struggling readers into successful, confident readers.



BOOK CLOSET

Carefully curated books partnered with instructional lessons to support strong literacy processing and enhance your guided reading kits.



GUIDED READING KITS

Small-group kits developed by Jan Richardson and Michèle Dufresne for differentiated instruction in the classroom.

GUIDED READING ASSESSMENT

A leveled assessment that aligns with all three parts of the guided reading framework.



INTERACTIVE READ-ALoud

Whole-group lessons that model comprehension strategies and support students in developing strong comprehension skills.

PHONICS LAUNCH

Targeted Phonics Storybooks and companion lessons that systematically foster phonemic awareness and develop phonics skills.



STEPPING TOGETHER SHARED READING

Shared Reading lessons that support whole-class literacy instruction.



DIGITAL READER

A Digital Classroom Library with books, lesson plans, assessments, videos, and more.

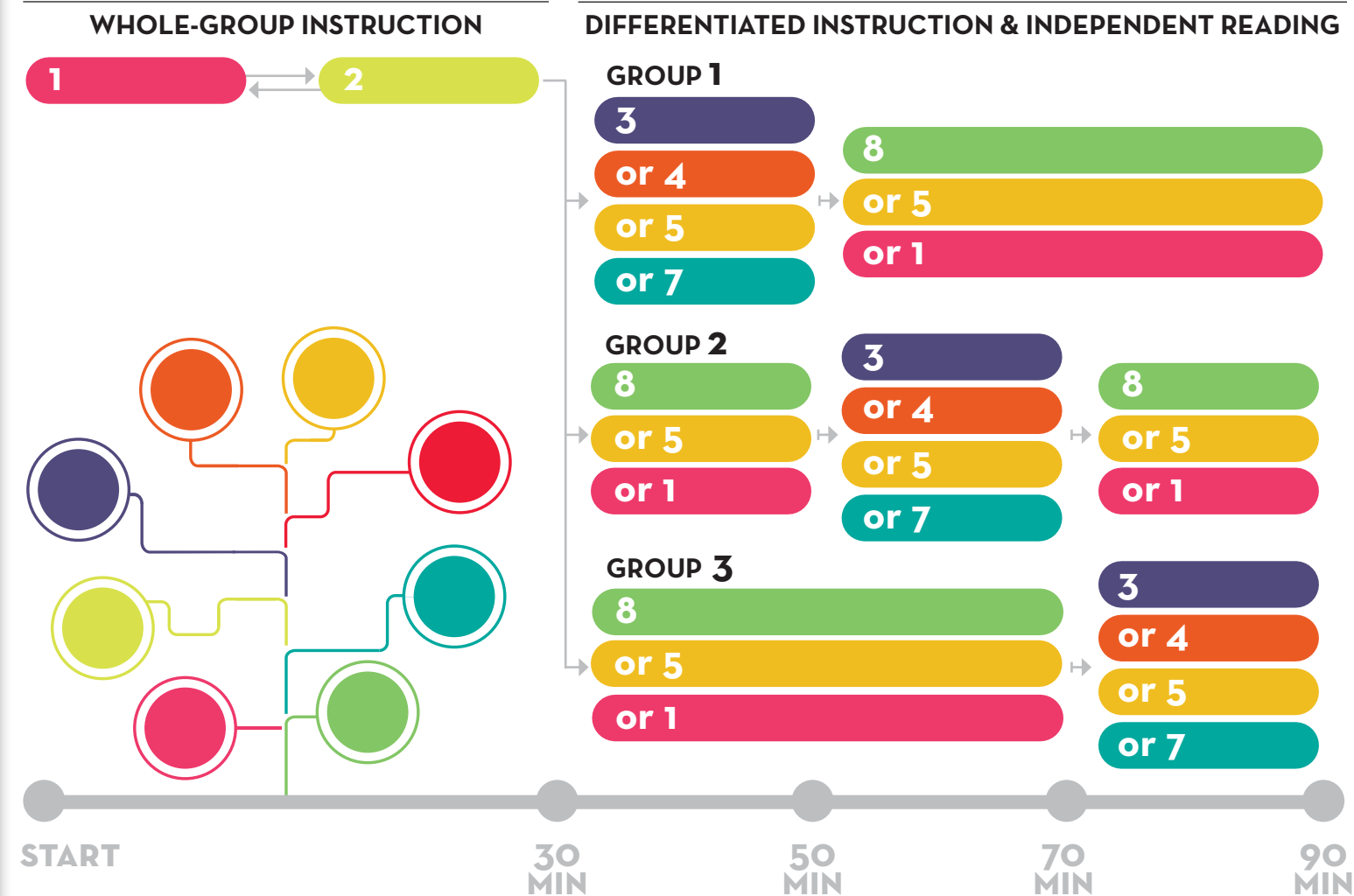
EIGHT SYSTEMS TO SUPPORT YOUR LITERACY INSTRUCTION FOR K-6 LEARNERS

WHAT DOES COMPREHENSIVE

LITERACY INSTRUCTION LOOK LIKE?



SAMPLE DAILY LITERACY BLOCK



A COMPREHENSIVE LITERACY PROGRAM

WHOLE-GROUP INSTRUCTION

1
STEPPING TOGETHER SHARED READING
Grade-Level Kits K-2

2
INTERACTIVE READ-ALoud
Grade-Level Kits K-5/6

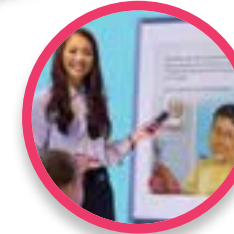
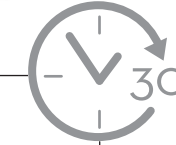
DIFFERENTIATED INSTRUCTION (SMALL-GROUP)

3
GUIDED READING KITS
Grade-Level Kits K-5/6

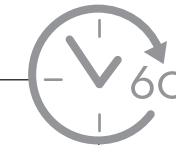
4
INTERVENTION PARTNER
Levels Pre-A to N

5
BOOK CLOSET
Levels A-N

7
PHONICS LAUNCH
Kits for K-2



What are the other students doing during small-group reading?

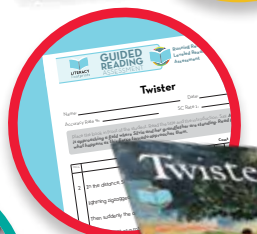


INDEPENDENT READING (ONE-ON-ONE OR PARTNERSHIPS)

8
DIGITAL READER
Independent reading or rereading instructional-level books

5
BOOK CLOSET
Independent reading

1
STEPPING TOGETHER SHARED READING
Literacy stations and follow-up activities



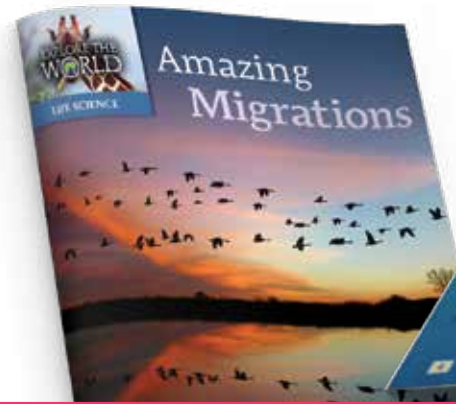
6
GUIDED READING ASSESSMENT

Assessments throughout the school year are a vital part of your successful comprehensive literacy program.



SUPPORT YOUR STUDENTS WITH INSPIRING BOOKS

OUR BOOKS feature natural language and beautiful illustrations and photographs, and are thoughtfully engineered to set readers up for success.



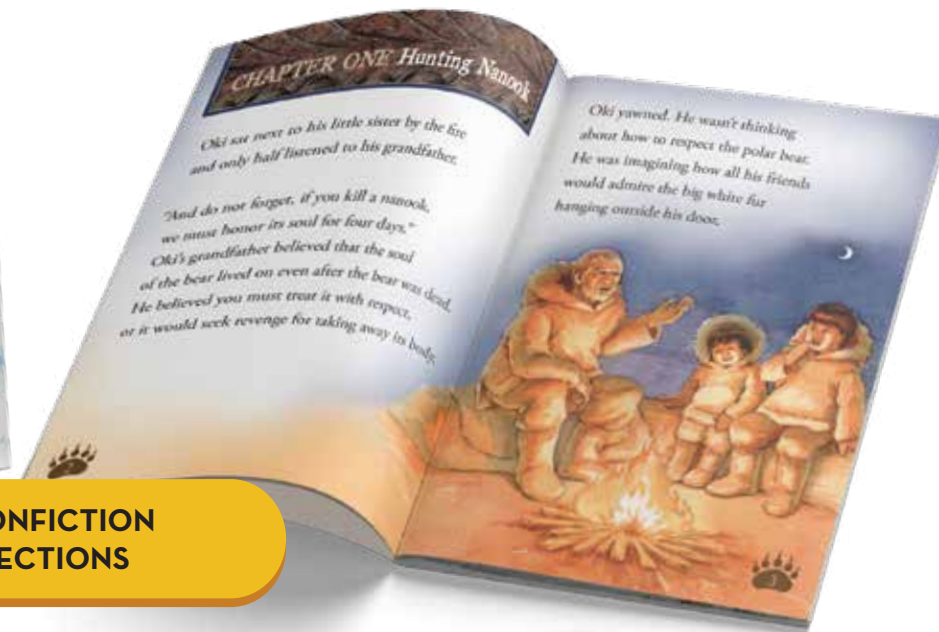
AWARD-WINNING NONFICTION PROVIDES MOTIVATION FOR ADDITIONAL LEARNING



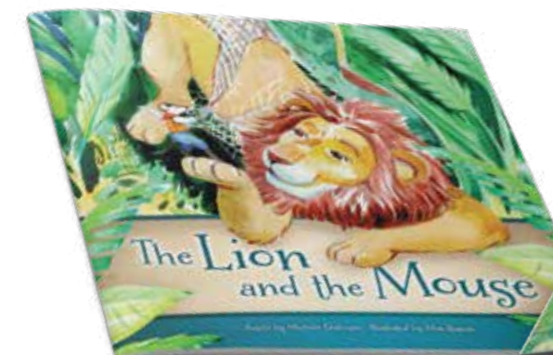
DECODABLE STORIES SUPPORT TRANSFER OF PHONICS SKILLS TO AUTHENTIC READING



CHARACTER STORIES AMUSE AND ENGAGE STUDENTS



FICTION BOOKS PAIRED WITH NONFICTION BOOKS SUPPORT MAKING CONNECTIONS



FAVORITE CLASSIC STORIES AND TRADITIONAL TALES INSPIRE READERS

New! STEPPING TOGETHER

SHARED READING KIT



YOUR INTEGRATED CURRICULUM SOLUTION!

MEET THE CURRENT DEMANDS OF LITERACY INSTRUCTION

READING • WRITING • PHONOLOGICAL AWARENESS • PHONICS



FOSTER phonemic awareness skills through rhyming, blending, segmenting, adding/deleting, or substituting sounds in words.

DEVELOP decoding and encoding skills with phonics activities that are aligned with phonological awareness instruction.

ENGAGE students with fiction and nonfiction books that you read together. A comprehension focus is threaded throughout each lesson.

READ more with decodable texts. Super Stories take-home books match each phonics skill.

BUILD a deeper reading comprehension with interactive writing activities.

ENHANCE learning with engaging follow-up activities and hands-on literacy centers.



A FULL YEAR OF SHARED READING FOR YOUR CLASSROOM!

EACH GRADE-LEVEL KIT includes a comprehensive curriculum resource that provides:

- 175 lesson plans
- 7 instructional 5-week modules
- Clear 5-day plans for each week

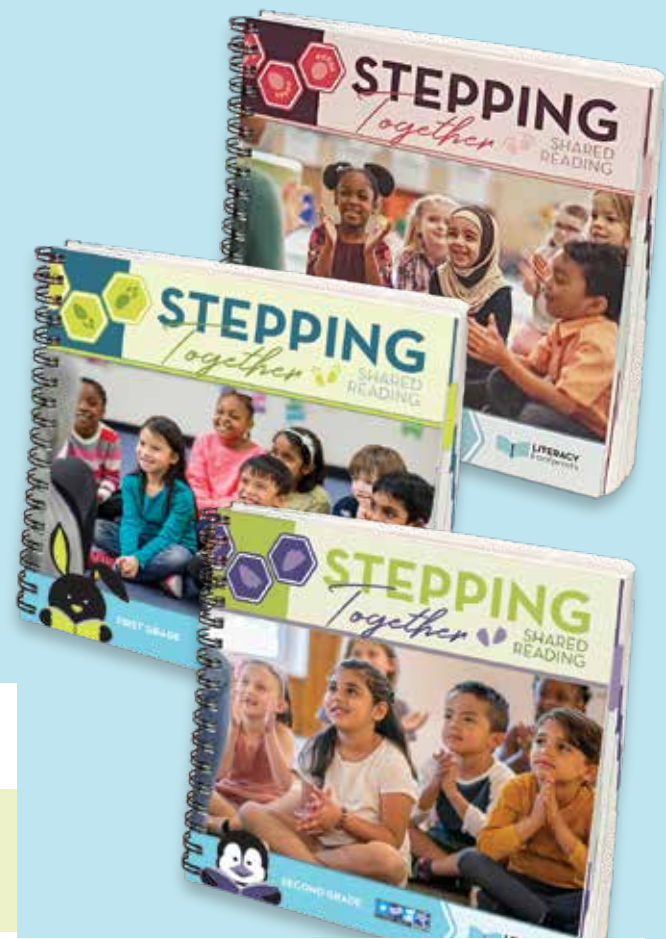


Table 1-1: Five-Day Weekly Plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Step 1	Warm-Up Read Rhyme, Song, Poem, or Chant	Warm-Up Read Rhyme, Song, Poem, or Chant	Warm-Up Read Rhyme, Song, Poem, or Chant	Warm-Up Read Rhyme, Song, Poem, or Chant	Warm-Up Read Rhyme, Song, Poem, or Chant
Step 2	Shared Reading Introduce the New Book Read the Book Discuss and Teach	Interactive Writing and Cut-Up Sentence Teach the New Sight Word (What's Missing?, Mix and Fix)	Shared Reading Reread the Book Discuss and Teach	Interactive Writing and Cut-Up Sentence Reteach the New Sight Word (Rug Writing, Write and Retrieve) Dictated Sentence(s) Letter Formation Cut-Up Sentence	Reread Books Reread one or two shared reading books from previous lessons

TEACHING GUIDE

	Day 1	Day 2
Step 1	Warm-Up Read Rhyme, Song, Poem, or Chant	Warm-Up Read Rhyme, Song, Poem, or Chant
Step 2	Shared Reading Introduce the New Book Read the Book Discuss and Teach	Interactive Writing and Cut-Up Sentence Teach the New Sight Word (What's Missing?, Mix and Fix)

TEACHING GUIDE

Table 1-2: Phonological Awareness and Phonics Scope and Sequence

	Target Skill				
	Week 1	Week 2	Week 3	Week 4	Week 5
Module 1	Short Vowels a and o	Short Vowels a and u	Short Vowels i and u	Short Vowels e and o	Short Vowels CVC
Module 2	Initial Digraphs ch and sh	Initial Digraphs sh and th	Final Digraphs	Initial Digraphs	Final Digraphs sh and th
Module 3	Initial Blends pl, pr, and sl	Initial Blends	Initial Blends	Initial Blends	Initial Blends
Module 4	Final Blends nd, nt, and p	Final Blends	Final Blends	Final Blends	Final Blends
Module 5	Silent	Silent	Silent	Silent	Silent
Module 6	Vowel Patterns ay i and u	Vowel Patterns e and o	Vowel Patterns	Vowel Patterns	Vowel Patterns CVC
Module 7	Vowel Patterns igh Digraphs	Initial Digraphs ch, sh, and th	Initial Digraphs	Final Digraphs sh	Initial Blend

WEEK 1 FISHING WITH GRANDFATHER

DAY 1 COMPREHENSION FOCUS: Analyzing Characters: Track the Character's Feelings in the Beginning-Middle-End (B-M-E)

STEP 1 (1-2 min) Warm-Up → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.

STEP 2 (8-10 min) Shared Reading → **INTRODUCE THE NEW BOOK**
Introduce the book by reading the title: *Fishing with Grandfather*. Read the author's name and the illustrator's name. Invite students to make predictions based on the title and cover illustration.

- Tomás loved to go fishing with his grandfather, but now his grandfather just sleeps a lot. What do you think might happen in this story?
- Explain unfamiliar concepts, such as porch (page 2) and project (page 6).

READ
As we read, we will think about whether any of the characters change and how this change affects their relationships with other characters. List the following feelings words on the board: happy, worried, and sad. Explain the meaning of each word and pair it with a facial expression.

Echo Read: pages 2 and 3
Choral Read: pages 4 and 5
• **Page 5:** Can you imagine how Tomás is feeling? Make a facial expression to match how he

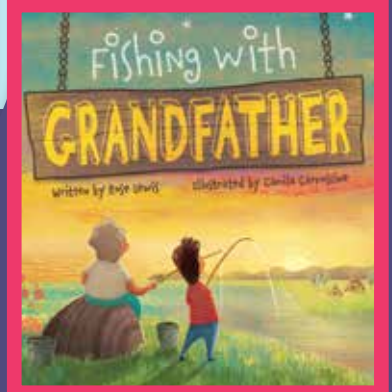
Author: Rose Lewis
Illustrator: Camila Carrossine

- Downloadable Resources**
- "The Night Sky" Super Story
 - Sight Words Matching Cards
 - Sight Words Tic-Tac-Toe Board

COMPREHENSION FOCUS aligned to state standards

REINFORCE PHONICS SKILLS with decodable Super Stories

Share the reading by **ENGAGING READERS** in echo, choral, and cloze reading opportunities.



Featured: *First Grade Kit, Module 7, Week 1*

ENGAGING FICTION AND NONFICTION

STEP 3 (2-3 min) Phonological Awareness Activity → **RHYMING: Recognizing Rhymes**
Model: I am going to say a word. Then I will say two more words. One of those words will rhyme with the first word and one will not. Listen to the words and choose the word that does not rhyme.

- Say a word: night.
- Have students repeat the word.
- Say two more words: light, lunch.
- Which word doesn't rhyme with night?
- Have students name the two rhyming words: night, light.

Guided Practice: night: meal, fight
sly: fly, file
blight: sleet, slight
right: breach, bright

Engaging **PHONOLOGICAL** activities

STEP 4 (3-5 min) Word Study/Phonics Activity → **MAKING WORDS: Vowel Pattern igh**
Have students stand at the front of the classroom, holding the following Shared Reading Letter Cards: f, g, h, i, l, n, s, t, and add an extra h.

- Make the word night.
- Say a word with a new initial or final part: fight. What letter(s) need to change to make the new word?
- Have students make these words: flight, slight, sight, sigh, and high.

Systematic, multisensory **PHONICS** activities linked with the phonics focus

DAY 2 COMPREHENSION FOCUS: Analyzing Characters: Track the Character's Feelings in the Beginning-Middle-End (B-M-E)

STEP 1 (1-2 min) Warm-Up → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.

STEP 2 (8-10 min) Interactive Writing and Cut-Up Sentence → **TEACH THE NEW SIGHT WORD: would**
What's Missing? **Mix and Fix**

DICTATED SENTENCES: At night we would look high up at the bright stars. It was a sight to see.

- Say one sentence at a time. Then have students repeat each sentence with you as you draw a line for each word on the chart paper.
- Share the marker with students and have them help write any consonant and short vowel sounds and familiar sight words.
- Use letter boxes for night, bright, and stars.

WRITING connects with the comprehension focus and utilizes skills from phonics activities

IN-DEPTH SUPPORT FOR A FULL CURRICULUM YEAR

SUPER STORIES TO EXTEND SHARED LEARNING

SUPER STORIES provide a collection of decodable texts for students to practice new phonics skills taught in each lesson.

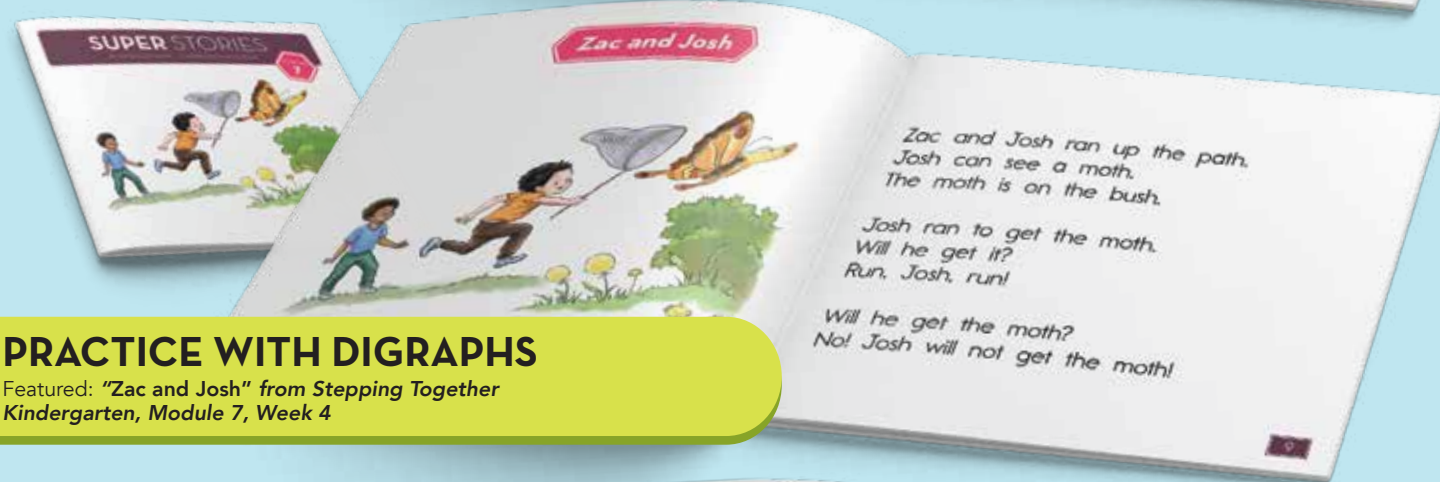
PRACTICE WITH CVC WORDS

Featured: "The Dog in the Bog" from *Stepping Together First Grade, Module 1, Week 1*



PRACTICE WITH DIGRAPHS

Featured: "Zac and Josh" from *Stepping Together Kindergarten, Module 7, Week 4*



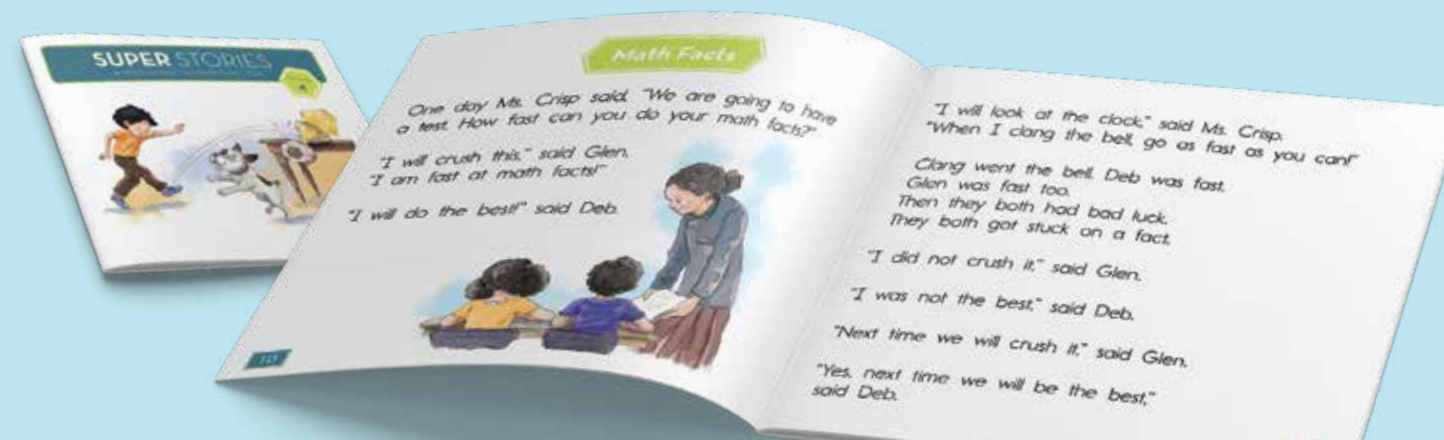
PRACTICE WITH INITIAL BLENDS

Featured: "The Flea" from *Stepping Together First Grade, Module 3, Week 3*



PRACTICE WITH FINAL BLENDS

Featured: "Math Facts" from *Stepping Together First Grade, Module 4, Week 4*



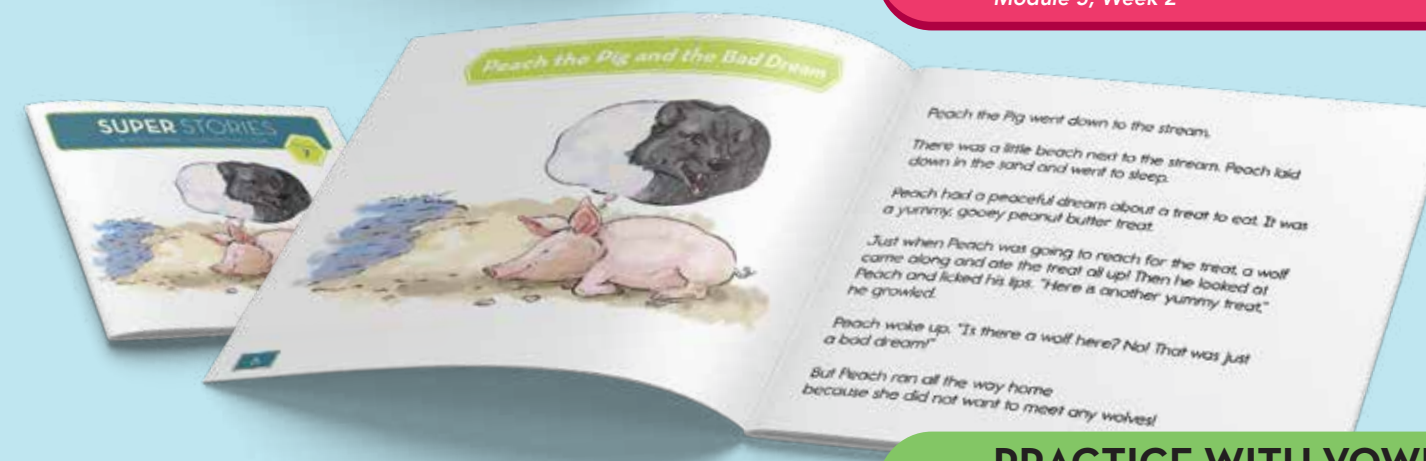
PRACTICE WITH LONG VOWELS

Featured: "A Snake for Pip" from *Stepping Together First Grade, Module 5, Week 2*



PRACTICE WITH VOWEL TEAMS

Featured: "Peach the Pig and the Bad Dream" from *Stepping Together First Grade, Module 7, Week 3*





STEPPING Together

SHARED READING

Featured:
Kindergarten Kit



STEPPING TOGETHER INCLUDES EVERYTHING YOU NEED

EACH KIT INCLUDES

- A comprehensive curriculum resource guide that includes **175 systematic whole-class literacy lessons** and detailed teaching procedures
- A one-year teacher subscription to the Digital Reader, providing an easy way to **display each book to ensure all eyes are on the text during the lesson**
- 3 copies each of 35 titles to **support independent reading and extension activities**
- Super Stories for 24 students, bundled into booklets, that **provide controlled text to support phonics instruction**
- 3 lap-size books of read-aloud nursery rhymes, songs, and chants for **gathering students and preparing for lessons**
- Grade-specific chart cards (24 of each) **promote an interactive experience that ensures all students engage with the lesson**
- 24 sturdy dry-erase lapboards with plastic sleeves designed to **support student writing activities in the gathering area**
- Interactive teaching tools, like letter cards and classroom posters, to **create a more immersive learning environment**
- Sally the Cow Hand Puppet to **encourage student focus on syllables and sounds during phonological activities**

LITERACY FOOTPRINTS STEPPING TOGETHER SHARED READING

KIT	CODE	PRICE
Kindergarten Kit	LFP-SR-K	\$1,690
First Grade Kit	LFP-SR-1	\$1,690
Second Grade Kit	LFP-SR-2	\$1,690




INTERACTIVE READ-ALOUD

MINI-LESSONS FOR WHOLE-GROUP INSTRUCTION

Carefully curated collections of trade books with corresponding lessons to support comprehension instruction in your classroom.





**DAY 1 GRANDDADDY'S TURN:
A JOURNEY TO THE BALLOT BOX**
by MICHAEL S. BANDY and ERIC STEIN illustrated by JAMES E. RANSOME

LESSON **12**

COMPREHENSION FOCUS
Inferring
Draw Conclusions

STANDARD CORRELATION
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

SEL CONNECTION
Self-Control

PREPARE
Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 9, 17, 23, and 29.
Create the anchor chart as shown; it will be completed during the lesson.
Give each student a sticky note.


Pages	I Read	I Know	I Conclude

STEP 1 **EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**
As we read, we can use what the text says along with what we know (our background knowledge and experiences) to draw a conclusion. To draw a conclusion based on text clues is a form of inference, or something not stated in the book. Drawing conclusions will help us better understand how the characters are feeling and how their thoughts and actions help to shape the plot.

STEP 2 **INTRODUCE THE NEW BOOK**
This story is based on the true story of one family's struggle for voting rights in the Civil Rights era. For the very first time, Granddaddy is allowed to vote, and he couldn't be prouder of voting with his grandson by his side. Let's read to find out about their journey to the ballot box.

AN EMBEDDED SEL COMPONENT that guides discussions and encourages reflective thinking

BEAUTIFULLY ILLUSTRATED BOOKS THAT EXPAND STUDENTS' BACKGROUND KNOWLEDGE



**DAY 2 GRANDDADDY'S TURN:
A JOURNEY TO THE BALLOT BOX**
by MICHAEL S. BANDY and ERIC STEIN illustrated by JAMES E. RANSOME

LESSON **11**

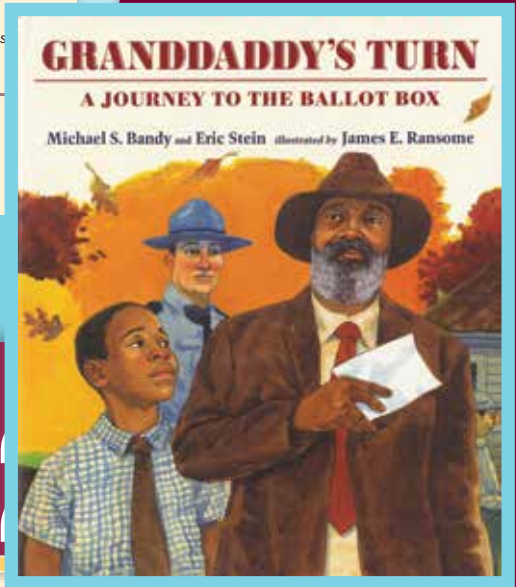
STEP 1 **REVIEW THE BOOK**
With a partner, have students discuss how Granddaddy's actions mold his grandson into a well-rounded young man. Be sure to include how Granddaddy's lessons about patience play a role in the conclusion of the story.

STEP 2 **PROMPT**
Hand out the Reader Response Journals. Write the following prompt on chart paper as you read it aloud: *Write to explain how Granddaddy's trip to the ballot box impacts his grandson's view on voting and ultimately teaches him the importance of patience.* Read it again, asking students to read it with you.

STEP 3 **PLAN**
Use the evidence and conclusions from the Day 1 anchor chart to help you plan.

STEP 4 **WRITE**
While students are writing, circulate the room and confer with individuals. Have students use the Word Wall in the Reader Response Journal as a spelling reference. Assist students with their plan by referencing the anchor chart, orally rehearsing their next sentence, or addressing their individual writing target.
Have students share their writing with a partner.

Write to explain how Granddaddy's trip to the ballot box impacts his grandson's view on voting and ultimately teaches him the importance of patience.



Featured: Fifth/Sixth Grade Kit 1, Lesson 12

Lessons that provide engaging opportunities for **LISTENING, DISCUSSING, AND WRITING** about texts

WHY INCLUDE INTERACTIVE READ-ALOUD?

INSTRUCTIONAL GOALS THAT CAN BE ACHIEVED WITH OUR INTERACTIVE READ-ALOUD KITS:

- Develop specific comprehension focuses
- Foster students' social and emotional learning (SEL)
- Learn important literacy language
- Improve writing skills



Featured:
First Grade Kit 1

LITERACY FOOTPRINTS INTERACTIVE READ-ALOUD

KIT	CODE	PRICE
Kindergarten Kit 1	LFP-RAK1	\$210
First Grade Kit 1	LFP-RA11	\$210
Second Grade Kit 1	LFP-RA21	\$210
Third Grade Kit 1	LFP-RA31	\$210
Fourth Grade Kit 1	LFP-RA41	\$210
Fifth/Sixth Grade Kit 1	LFP-RA51	\$210

Each kit includes 12 trade books and companion lesson plans to support comprehension instruction.



Featured:
Fourth Grade Kit 1

CELEBRATING DIVERSITY

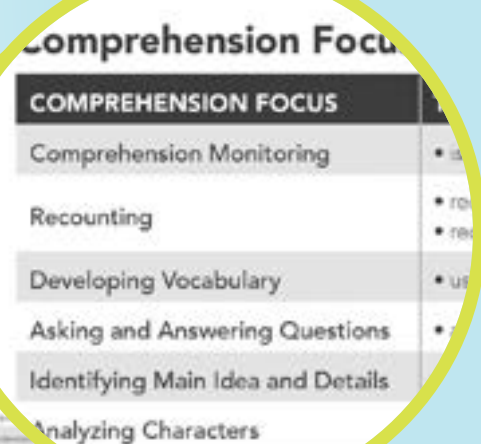
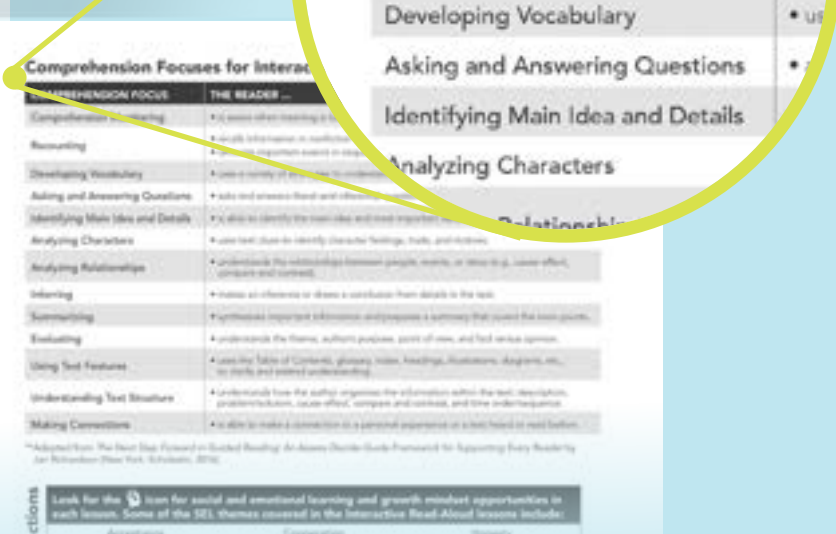
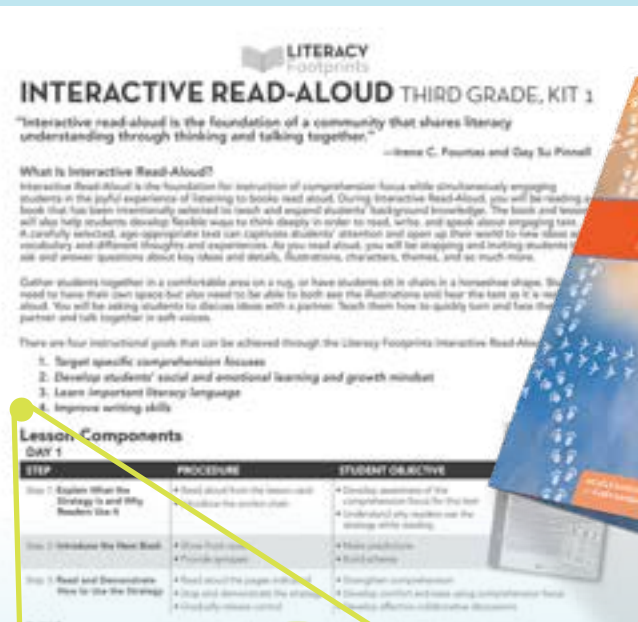
This special series includes trade books that have been selected to represent and support diverse classrooms. These titles each have a free downloadable lesson.



INTERACTIVE READ-ALOUD CELEBRATING DIVERSITY

TITLE	CODE	PRICE
I Am Enough	IRA701	\$13
Hair Love	IRA702	\$11
Something Happened in Our Town	IRA703	\$15

A portion of the proceeds from the sale of these items will be donated to NBCDI and Room to Read.



SUPPORT YOUR STUDENTS EVERY STEP OF THE WAY

Our grade-level guided reading kits provide dynamic books, lessons, and teaching tools for small-group differentiated instruction.



100 TITLES

KINDERGARTEN KIT
Includes Levels Beginner Steps/Pre-A-F

LITERACY Footprints

130 TITLES

FIRST GRADE KIT
Includes Levels A-K

LITERACY Footprints

91 TITLES

SECOND GRADE KIT
Includes Levels F-N

LITERACY Footprints

62 TITLES

THIRD GRADE KIT
Includes Levels L-Q

LITERACY Footprints

60 TITLES

FOURTH GRADE KIT
Includes Levels O-T

LITERACY Footprints

80 TITLES

FIFTH/SIXTH GRADE KIT
Includes Levels S-Z

LITERACY Footprints



Designed by literacy experts **Jan Richardson** and **Michèle Dufresne**, each Literacy Footprints Guided Reading Kit includes teaching tools and components for K-6 literacy learners. Each book in the kit is paired with a lesson card based on *The Next Step Forward in Guided Reading*. Lessons include cohesive and carefully sequenced instruction in phonics, phonemic awareness, comprehension, vocabulary, fluency, and guided writing.

SUPPORT YOUR EMERGENT READERS

EACH EMERGENT LESSON

is designed to support novice readers in developing early concepts of print and phonological and phonemic awareness. Daily word study/phonics and interactive writing support students in learning to decode and encode CVC words and develop a core of sight words.

SAMPLE LESSON CARD



THE FIREFIGHTER

COMPREHENSION FOCUS Retelling: Recall Information in Nonfiction

LEVEL **C** LESSON **37**

1-2 min

STEP 1
Sight Word Review

come, said, are

3-5 min

STEP 2
Introduce the New Book

SYNOPSIS: This is a nonfiction book. Who can tell us what nonfiction means? This book is about a firefighter. Let's look at the pictures and talk about what a firefighter does.

PREVIEW: Invite each student to talk about one of the pictures. Support oral language, if necessary.

Introduce New Vocabulary

Turn to page 4. What letter would you expect at the beginning of the word on? Find the word on. On page 5, look at the labels and discuss why a firefighter would wear this special clothing. Let's talk about the different kinds of fire trucks on page 7.

Introduce New Language Structure

Page 4 says, I can put on my helmet. Read that sentence with me.

Cross-checking

Look at page 2. It could say, I am a man or it could say, I am a firefighter. You need to think what would make sense and sound right.

Text Features: Glossary and Foldout

Let's open the fold. It shows firefighters at work. Turn to page 16. This is a glossary. It shows pictures of the things in the book.



8-10 min

STEP 3
Read, Discuss, and Teach

READ AND PROMPT

Have students use soft voices to read the book independently while you work with individuals. Begin to encourage students to try reading without pointing to each word. Use the Prompts for Emergent Readers to differentiate your instruction.

DISCUSS

What did we learn from this book? Turn to the foldout and talk to your partner about something firefighters do.

TEACH

Read a sentence from the book and make an error that doesn't make sense. Did that make sense? Find my mistake. Let's read that sentence together. If it doesn't make sense, always reread and fix it.

5-7 min

STEP 4
Word Study

TEACH NEW SIGHT WORD: on

? What's Missing? **A R HE** Mix and Fix **👉** Table Writing **✍️** Write and Retrieve

SOUND BOXES: Hearing short a and e

Distribute sound boxes, dry-erase markers, and erasers. Dictate the following words: ham, tap, pet, man, bed. Have students say the word, say the word slowly, and write one sound in each box as they say the word again slowly. After they write each word, have them check the letters with the sounds by saying the word slowly as they run their finger under the letters.



TIPS FOR ELL

Use the foldout or turn to the glossary. Support students as they read and sweep under each label. Model the sentence stem, Here is the _____. Have students use the foldout or glossary to complete the cloze procedure. Make sure students include the article the in each sentence.



DAY 2

THE FIREFIGHTER

COMPREHENSION FOCUS Retelling: Recall Information in Nonfiction

LEVEL **C** LESSON **37**

1-2 min

STEP 1 Sight Word Review **said, are, on**

8-10 min

STEP 2 Read, Discuss, and Teach **READ AND PROMPT**
Reread *The Firefighter* and other familiar books. Encourage students to read without pointing to the words. Use the Prompts for Emergent Readers to differentiate your instruction.

DISCUSS

Have students turn to the glossary. Model making a sentence about one of the pictures. Have them think of a sentence using a glossary word and share the sentence with a partner. If appropriate, encourage them to use two glossary words in one sentence. This increases the complexity of language structure.

TEACH

Turn to a page and model how to use the picture to figure out a word. *If you don't know a word, always check the picture and run your finger under the word. It has to make sense and sound right.*



1 min

STEP 3 Word Study **RETEACH SIGHT WORD: on**

? What's Missing? **AR HE** Mix and Fix **👉** Table Writing **✍️** Write and Retrieve

8-10 min

STEP 4 Guided Writing **DICTATE SENTENCE:** *The man has a hose in his hand. The men are on the truck.* (Dictate one sentence at a time.)
Use the Prompts for Emergent Writers to differentiate your instruction. Use the following Teaching Point or select one from the Teaching Guide.

TEACHING POINT

What should you put at the end of each sentence? Reread each sentence and circle the period.



NEXT STEPS

Are students stopping when they come to a word they don't know? You can say, *Make the first sound. Now try that again and think what would make sense.*

FOR ASSESSMENT MATERIALS AND OTHER RESOURCES, VISIT literacyfootprints.com



SUPPORT YOUR EMERGENT READERS

EACH EMERGENT LESSON provides students with strategies for self-monitoring and cross-checking as well as plenty of opportunities for successful early reading experiences.

Turn to page 43 for ordering information.

SUPPORT YOUR EARLY READERS

EACH EARLY LESSON provides dynamic small-group instruction that engages students in reading, writing, and word study/phonics. Students gain mastery in learning to decode and encode with digraphs, blends, long vowels, and vowel teams. Every lesson includes powerful guided writing instruction to enhance comprehension.



SAMPLE LESSON CARD



DAY 1

PUPPY TROUBLE

COMPREHENSION FOCUS Analyzing Characters: Feelings

LEVEL **G** LESSON **82**



STEP 1
Sight Word Review

away, what, find



STEP 2
Introduce the New Book

SYNOPSIS: A little puppy at Bella and Rosie's house keeps getting into trouble. Let's look through the book to see what happens to him.

SHARED PREVIEW: Have students talk about the pictures with a partner.

Introduce New Vocabulary

Use the pictures to discuss some of the challenging vocabulary: *chewing* (page 6), *clean* (page 8), and *trouble* (page 10).

Introduce New Language Structure

On page 4, Rosie says, "Oh, all right." *Say that. Find the word right.*



STEP 3
Read, Discuss, and Teach

READ AND PROMPT

Have students use soft voices to read the book independently while you work with individuals. Use the Prompts for Early Readers to differentiate your instruction.

DISCUSS

Which word best describes how the puppy felt at the beginning of the story: cheerful or sorrowful? Why? Find the evidence in the story that shows you how he felt. How did Rosie feel at the beginning of the story: delighted or upset? Find the evidence in the story that shows you how she felt.

TEACH

Make the word *clean* with magnetic letters. Show students how to break the word at the onset and rime (*cl-ean*). Distribute magnetic letters and letter combinations *b*, *gl*, *l*, *m*, and *j* to various students. Ask students to change the onset to make a new word.

clean



STEP 4
Word Study

TEACH NEW SIGHT WORD: right

? What's Missing? **AR HE** **Mix and Fix** **Table Writing** **Write and Retrieve**

BREAKING WORDS: -ight

Make and break: *flight* and *bright*

Write and read: *slight*

ight fl br



TIPS FOR
ELL

Talk about the kinds of trouble puppies might have. Discuss some of the past tense verbs and the -ing verbs. Confirm that students know the difference between *he* and *she*. Chorally reread page 4 and gradually diminish your voice to foster independence.



DAY 2

PUPPY TROUBLE

COMPREHENSION FOCUS Analyzing Characters: Feelings

LEVEL **G** LESSON **82**

1-2 min

STEP 1 right, what, find
Sight Word Review

8-10 min

STEP 2 READ AND PROMPT
Read, Discuss, and Teach
Finish reading or reread *Puppy Trouble*. Use the Prompts for Early Readers to differentiate your instruction.

DISCUSS

How did the puppy feel at the end of the story: excited or frightened? Why? Find the evidence in the story that helps you know how he felt.

TEACH

Write the word *chewing* on the easel. Have students share strategies for word solving. They could cover the ending and think of a part they know (*ew*).

8-10 min

STEP 3 WRITING ABOUT THE CHARACTER'S FEELINGS
Guided Writing
Distribute First Grade Writing Journals.

Prompt: Write about how the little puppy felt at the beginning and end of the story. Be sure students include why the puppy felt that way. For example, *In the beginning, the puppy felt _____ because _____.*

Plan: Write two key words on the easel to describe the puppy's feelings and tell students to use the key words in their sentences. If time permits, have students write about how Rosie felt at the beginning of the story and at the end. Use the following Teaching Point or select one from the Prompts for Early Writers.



TEACHING POINT

If students forget to put an ending on a word, have them say the word slowly to hear the ending sound. Then have them circle words that end in *-y*, *-ed*, or *-er*.



NEXT STEPS

Are students having difficulty spelling common sight words? If so, continue reviewing Level E and F sight words at the beginning of the lesson and reteach them during Word Study using the four steps used in those levels.



FOR ASSESSMENT MATERIALS AND OTHER RESOURCES, VISIT literacyfootprints.com



SUPPORT YOUR EARLY READERS

EACH EARLY LESSON provides students with strategies for learning how to take words apart and how to understand fiction and nonfiction texts.

Turn to page 43 for ordering information.

SUPPORT YOUR TRANSITIONAL READERS

EACH TRANSITIONAL LESSON provides students with opportunities to decode a wide variety of words, including multisyllabic words. Each component of the lesson supports students in developing strong reading, writing, and decoding skills, while building vocabulary, comprehension, and fluency.

SAMPLE LESSON CARD



DAY 1

EXTREME SPORTS

COMPREHENSION FOCUS: Analyzing Relationships: Compare and Contrast

LEVEL **L**
LESSON **75**

STEP 1
3-5
Introduce the New Book

PREPARE: Place a few sticky flags on the front cover of each book.

SYNOPSIS: Extreme sports can be both exciting and dangerous. This book is about different kinds of extreme sports some people like to do.

SHARED PREVIEW: Look at the Table of Contents. What kinds of sports will we learn about? Have students talk about the pictures with a partner.

Introduce New Vocabulary

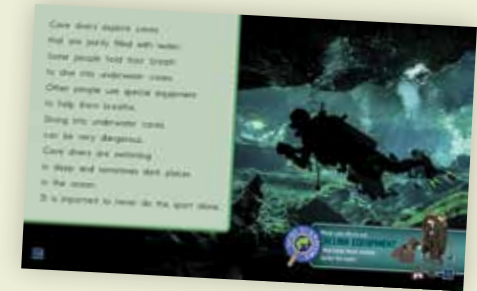
Review the vocabulary in the glossary. Turn to page 2. Find the word seriously. Cover the ending and find the word serious. Turn to page 11. Find the phrase scuba equipment. Use the picture in the More to Explore box to explain what scuba equipment is.

Text Features: Pictures and More to Explore Boxes

The pictures and More to Explore boxes will help you better understand the different sports.

Model the Comprehension Focus

Today when you read, you are going to be thinking about how extreme sports are alike and how they are different from each other. Sometimes these comparisons are found in text features or in an illustration. Turn to pages 4-5 and model: How are these sports similar (they require special equipment)? As you read, place a sticky flag on a page or text feature where you read about a quality that describes how extreme sports are the same or different.



STEP 2
10-12
Read and Prompt

READ AND PROMPT

Have students use soft voices to read the book independently while you work with individuals. Use the Prompts for Transitional Readers to differentiate your instruction.

STEP 3
5-7
Discuss and Teach

DISCUSS

Have students take turns sharing the places they flagged while reading. How are kayaking (pages 6-7) and kite surfing (pages 8-9) the same? How are they different? Make a T-chart on the easel with the headers Same and Different and fill it in with students' ideas about white-water kayaking and kite surfing.

TEACH

Have students use the index to find the words kayaking, towed, and wind.

Same	Different
water	kayak/surfboard
dangerous	rapids/wave
good	
summer	

TIPS FOR
ELL

Have students answer questions such as What are extreme sports? and Who likes extreme sports? Use facts from the text. Have students read the captions and labels in the text.



EXTREME SPORTS

COMPREHENSION FOCUS: Analyzing Relationships: Compare and Contrast



12-15 min

STEP 1
Read and Prompt

READ AND PROMPT

Finish reading or reread *Extreme Sports*. Use the Prompts for Transitional Readers to differentiate your instruction. As you confer with individual students, ask them to tell you how two sports are the same or different.

2-3 min

STEP 2
Discuss and Teach

DISCUSS

Look at the foldout. Pick two sports that are the same in some way. Turn and talk to your partner. Pick two that are different. Turn and talk to your partner.

TEACH

Have students turn to page 10 and use their finger to show a known part in the following words: *equipment*, *dangerous*, and *important*.



3-5 min

STEP 3
Word Study

WRITE A BIG WORD: -able

Distribute dry-erase boards, markers, and erasers. *I'm going to say a word that ends in -able. Clap it. Then say each part slowly as you write the word on your board. Underline the ending -able.* Dictate the following words: *portable*, *drinkable*, and *teachable*.



DAY 3

20 min

STEP 1
Guided Writing

WRITING A COMPARE/CONTRAST ABOUT TWO TOPICS

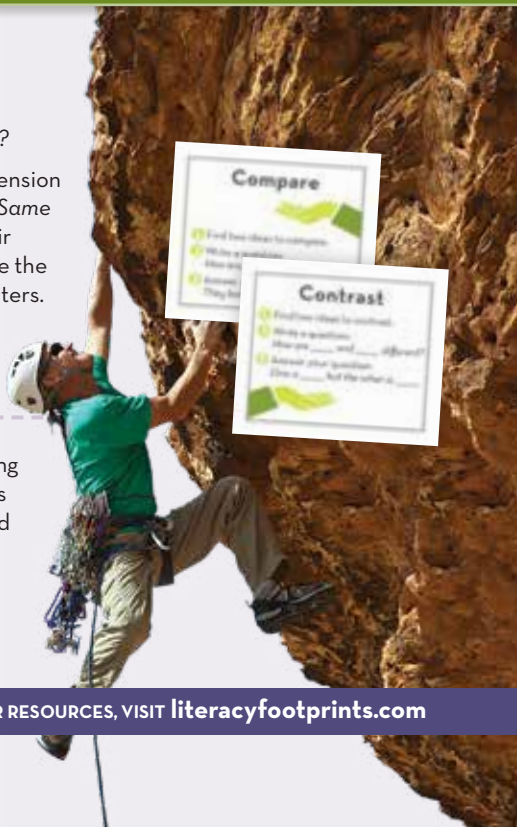
Distribute Second Grade Writing Journals.

Prompt: *How are two extreme sports the same and how are they different?*

Plan: Hand out the Compare cards and Contrast cards from the Comprehension Box Set. Have students make two columns in their journal with the headers *Same* and *Different*. Have each student select two of the extreme sports from their book and write about how they are the same and how they are different. Use the following Teaching Point or select one from the Prompts for Transitional Writers.

TEACHING POINT

Encourage students to use words from the index in their writing.



NEXT STEPS

Are students having difficulty identifying how things are the same and different? During individual conferences, help students construct a question that compares or contrasts the two ideas; this is an oral task. During discussion, students share their questions and answers.

FOR ASSESSMENT MATERIALS AND OTHER RESOURCES, VISIT literacyfootprints.com

SUPPORT YOUR TRANSITIONAL READERS

EACH TRANSITIONAL LESSON provides students with opportunities to write about the book and deepen and extend their understanding of the text.

Turn to page 43 for ordering information.

SUPPORT YOUR FLUENT READERS

EACH FLUENT LESSON provides word study lessons focused on affixes and explicit and direct instruction in vocabulary designed to expand students' comprehension. The lessons use a gradual release model of teaching comprehension strategies that align to state standards.

SAMPLE LESSON CARD



DAY 1

YAO AND THE EGG PIRATES

COMPREHENSION FOCUS Identifying Main Idea and Details: Determine Important Events

LEVEL **S**
LESSON **47**

STEP 1
3-4 min
Introduce the Book

PREPARE: Give each student several sticky flags.

SYNOPSIS: Yao and his family moved from China to San Francisco. They make a living by fishing and hunting for seabird eggs. This is an exciting adventure about whales, danger, pirates, luck, and trickery!

Introduce New Vocabulary

As students briefly preview the illustrations, discuss words that are too challenging to decode or not defined by text clues or illustrations. Possible words to introduce are *famine* (page 2), *Pu-Tai* (page 3), *haphazardly* (page 9), *furrow* (page 9), and *hull* (page 11).

Explain the Comprehension Focus

As you read, place a sticky flag next to the most important events.



STEP 2
10-11 min
Read and Prompt

READ AND PROMPT

Have students read silently while you confer with individuals. Ask students to explain their reasoning for flagging an event. *Why did you flag that? What makes it important?* If some students finish reading before time is called, have them reread the story.

STEP 3
5-6 min
Discuss and Teach

DISCUSS AND TEACH

What events do you think were most important? *Why?* Turn to page 9 and reread the last sentence. Explain what is happening. Compare the two pirates in the story. *Why is the older pirate important?*

STEP 4
2-3 min
Word Study

WRITE A BIG WORD:

mis-
Distribute dry-erase boards, markers, and erasers. Dictate the following words: *misfire* (failure of an engine to work properly, something that goes wrong), *mislead* (to cause someone to have a wrong idea about something), and *mispronounce* (to say a word incorrectly). Have students underline each affix, and then discuss the meaning of each word.



TIPS FOR
ELL

To provide additional support in learning new vocabulary words, have students turn to a partner and use a new word in a sentence. For example, *No plants could grow after the drought, so there was a famine.*



DAY 2

YAO AND THE EGG PIRATES

COMPREHENSION FOCUS Inferring: Make Inferences from Actions

LEVEL **S** LESSON **47**

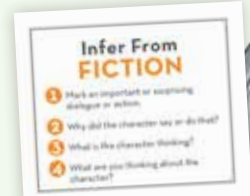
3-5 min

STEP 1 Introduce the Strategy

- PREPARE:** In each book, place a sticky flag on the following pages: 2, 5, 9, and 10. Distribute Fourth Grade Writing Journals and hand out the Infer from Fiction cards from the Advanced Comprehension Box Set.

Explain the Comprehension Focus

When you come to a page with a sticky flag, put the flag on a surprising action on that page. Ask yourself, Why did the character do that? After you finish reading, write an inference for one of the places you flagged. Follow the steps on the card if you need help.



10-12 min

STEP 2 Reread and Prompt

- REREAD AND PROMPT**
Have students read silently while you confer with individuals.

5-7 min

STEP 3 Discuss

- DISCUSS**
Have students take turns sharing their inferences. Hand out the Character Feelings and Traits Cards. Find a word that describes Yao. What trait describes the sailor (page 10)? How is the older man different from the sailor?

NEW WORD LIST

Review the meaning of the following words and have students add them to the New Word List in their journals.
haphazard: not organized
furrow: to wrinkle



DAY 3

20 min

STEP 1 Guided Writing

- WRITING ABOUT THE PLOT**
Distribute Fourth Grade Writing Journals.

Prompt: What are the most important events in this story? Explain their significance in solving the problem.

Plan: Review the places where you put a sticky flag on Day 1. As you reread these sections, think about why the events were important for solving the problem. Guide students to use key words from the prompt to write their first sentence.

TEACHING POINT

Give each student some sticky notes. One way to support your ideas is to quote the text. Reread your response and find a place where a direct quote would help your writing. Write the quote on a sticky note and place the sticky note into your response.



NEXT STEPS

- If you think students might not be using text clues to extend vocabulary, ask one of the following questions: Are there clues in the sentence to help you figure out what this word means? Can you think of another word you could substitute for this word? Can you visualize this sentence?

FOR ASSESSMENT MATERIALS AND OTHER RESOURCES, VISIT literacyfootprints.com



SUPPORT YOUR FLUENT READERS

EACH FLUENT LESSON features complex text designed to engage students and foster a lifelong love of reading.

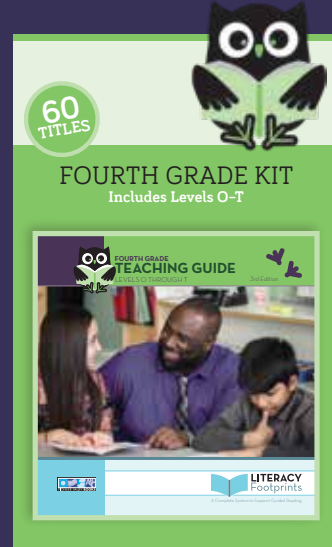
STARTING AT THIRD GRADE, a Toolkit for Test-Taking Strategies is included in each kit. The toolkit features reading passages, accompanying lesson plans, and multiple-choice questions.

Turn to page 43 for ordering information.



ENHANCE YOUR SMALL-GROUP READING INSTRUCTION WITH OUR GRADE-LEVEL KITS

LITERACY FOOTPRINTS KITS	NUMBER OF TITLES	FOR THE CLASSROOM 6 copies of each title with lesson cards and teaching materials for 6 students	FOR SINGLE STUDENT 1 copy of each title (does not include lesson cards or teaching materials)
LITERACY FOOTPRINTS KINDERGARTEN	100	LFP-Kinder-CP.....\$3,195	LFP-Kinder-SS\$590
LITERACY FOOTPRINTS FIRST GRADE	130	LFP-First-CP.....\$4,200	LFP-First-SS\$750
LITERACY FOOTPRINTS SECOND GRADE	91	LFP-Second-CP.....\$2,895	LFP-Second-SS.....\$535
LITERACY FOOTPRINTS THIRD GRADE	62	LFP-Third-CP.....\$2,295	LFP-Third-SS.....\$390
LITERACY FOOTPRINTS FOURTH GRADE	60	LFP-Fourth-CP\$2,295	LFP-Fourth-SS\$390
LITERACY FOOTPRINTS FIFTH/SIXTH GRADE	80	LFP-Fifth-Sixth-CP.....\$2,695	LFP-Fifth-Sixth-SS.....\$475
LITERACY FOOTPRINTS COMPLETE K-6 COLLECTION	523	LFP-K6-Complete-CP.....\$16,500	LFP-K6-Complete-SS.....\$2,895



INTERVENTION PARTNER

CREATING POWERFUL PARTNERSHIPS FOR LEARNING



EFFECTIVE SMALL-GROUP INSTRUCTION for students who would benefit from additional reading instruction

SYSTEMATIC INSTRUCTION carefully partnered to support guided reading instruction in the classroom

MATERIALS that streamline and support partnerships between interventionists and classroom teachers

ENGAGING TEXTS and hands-on skills-based activities

CONTINUOUS ONGOING monitoring of student progress

LITERACY FOOTPRINTS INTERVENTION PARTNER



DAY 1

LOOK OUT FOR LITTLE KNIGHT

COMPREHENSION FOCUS Asking and Answering Questions: Red Questions (Inferential)

LEVEL C

LESSON 29

1-2 STEP 1 Sight Word Review

for, look, can

3-5 STEP 2 Introduce the Book

SYNOPSIS: Little Knight wears his helmet and armor and tells the cat to look out.

PREVIEW: Invite each student to talk about one of the pictures. Support oral language and encourage complete sentences. Prompt for details. *Tell me more. What else do you see in the picture?*

Introduce New Vocabulary

Turn to page 12. What letter would you expect at the beginning of the word come? Find the word come.

Introduce New Language Structure

On page 12, Little Knight says, "Here I come!" Let's read that together.

5-8 STEP 3 Read, Discuss, and Teach

READ AND PROMPT

Have students use soft voices to read the book independently while you work with individuals. Use Prompting Guide Level C to differentiate your instruction.

DISCUSS



Featured: Literacy Footprints Intervention Partner, Level C

LESSON # AND TITLE

COMPREHENSION FOCUS

SIGHT WORD

WORD STUDY

INTERVENTION LESSON 29
LOOK OUT FOR LITTLE KNIGHT

Asking and Answering Questions: Red Questions (Inferential)

come

Breaking Words: -ag and -un
bag, rag, tag
bun, run, and sun

GRADE 1 LESSON 25
COME HERE, PUPPY

Retelling: Beginning-Middle-End (B-M-E)

come

Making Words: Short vowels (a and u)
sat, sad, mad, mud, and bud



DAY 1

COME HERE, PUPPY

COMPREHENSION FOCUS Retelling: Beginning-Middle-End (B-M-E)

LEVEL C

LESSON 25

1-2 STEP 1 Sight Word Review

are, here, said

3-5 STEP 2 Introduce the New Book

SYNOPSIS: Bella and Rosie want to play with the little puppy. Read to find out what happens.

PREVIEW: Invite each student to talk about one of the pictures. Support oral language and encourage complete sentences. Prompt for details. *Tell me more. What else do you see in the picture?*

Introduce New Language Structure

Page 2 says, "Come here," said Bella. Read that page with me.

Cross-Checking

Look at page 6. It could say dog or puppy. You'll have to check the first letter to figure it out.

8-10 STEP 3 Read, Discuss, and Teach

READ AND PROMPT

Have students use soft voices to read the book independently while you work with individuals. Encourage them to read without pointing to the words. This will foster fluency. Use the Prompts for Emergent Readers to differentiate your instruction.

DISCUSS

What happened at the beginning, in the middle, and at the end of the story?

TEACH

Show students an exclamation point and have them find one on page 6. Model how to read the page with expression. Then have students read the page with you.



Featured: Literacy Footprints Guided Reading Kit, First Grade, Level C



TEACHER COLLABORATION MADE EASY

Our Intervention Partner Kit is specially designed to support *interventionists* working collaboratively with classroom teachers.



LEVELS Pre-A to N

LITERACY FOOTPRINTS INTERVENTION PARTNER

CODE	PRICE
LFP-IPL-INT01	\$4,200

KIT INCLUDES

- 4 teaching copies each of 186 titles
- Lesson cards for each title
- Intervention Chart Card Set
- Word Study Box Set
- Comprehension Box Set
- Prompting Guide Card Set
- Additional student and teacher materials, including book bags, labels, bins, journals, and more!

LITERACY FOOTPRINTS INTERVENTION PARTNER LOWER TAKE-HOME BOOKS SET

CODE	PRICE
LFP-IPL-TBS	\$1,650

Add take-home copies of the books in your Intervention Partner Kit: 4 full-color copies of each title to extend learning and at-home reading practice.

New! LITERACY FOOTPRINTS BOOK CLOSET

EXPAND YOUR COLLECTION FOR SMALL-GROUP INSTRUCTION

Level A-N Book Closet Kits provide an additional layer of guided reading instruction using a wide range of engaging books for small-group instruction.





DAY 1

EATING VEGETABLES

COMPREHENSION FOCUS Asking and Answering Questions: Who, What, Where, When, Why, How

LEVEL **H**

SE
ON

COMPREHENSION FOCUSES ALIGNED WITH STATE STANDARDS

1-2 STEP 1
Sight Word Review

3-5 STEP 2
Introduce the New Book

8-10 STEP 3
Read, Discuss, and Teach

Select three words you have previously taught to review: *because, began, change, didn't, does, friend, good, know, long, many, mother, next, now, of, other, please, small, there, there's, very, why, won't, would.*

SYNOPSIS: *This is a nonfiction book that will teach us a lot of interesting information about vegetables. Let's read to learn more about vegetables and how they are good for us.*

SHARED PREVIEW: Have students look through the book and talk with a partner about what might be happening. Encourage them to take turns talking about the pictures.

- Turn to page 2. Clap the word *vegetables*. Find the word *vegetables* and run your finger under it.
- Turn to page 6. On this page, it says, You can ask yourself, "Does it have seeds?" Say that with me. Find the word *Does*.
- Turn to page 10. Clap the word *nutrients*. Nutrients are found in food and give us important vitamins to keep us strong and healthy. Find the word *nutrients* and run your finger under it.
- Turn to page 16. Clap the word *dessert* and find it on this page. What dessert do you see in this picture?

READ AND PROMPT
Have students use soft voices to read the book independently while you work with individuals. Use the Reading Prompting Guide, Level H, to differentiate your instruction.

DISCUSS
I'm going to ask you a question about vegetables. Put your thumb up if you know the answer. How do you know if something is a fruit or a vegetable? Why should we make sure we eat vegetables every day? Turn to page 10. This chapter is called "A Vegetable Rainbow." Let's reread this page and look at the picture and talk about why this is a good title for this chapter.


TEACH





RUTH MATTISON

EATING VEGETABLES



DAY 2

EATING VEGETABLES

COMPREHENSION FOCUS Asking and Answering Questions: Who, What, Where, When, Why, How

LEVEL **H**

SE
ON

BEAUTIFULLY ILLUSTRATED BOOKS REFLECTING A WIDE RANGE OF GENRES

1-2 STEP 1
Sight Word Review

8-10 STEP 2
Read, Discuss, and Teach

1 STEP 3
Word Study

8-10 STEP 4
Guided Writing

Reread *Eating Vegetables* and other familiar books. Use the Reading Prompting Guide, Level H, to differentiate your instruction.

DISCUSS
Write the words *Who, What, Where, When, Why, and How* on the dry-erase easel. Have students think of questions to ask about vegetables using these question starters. Prompt them to use the pictures or the glossary for ideas. *Let's take turns asking and answering each other's questions. You can look in the book if you need help answering the question.*

TEACH
Write the word *yummy* on the dry-erase easel. *Is there a part you know? Write radishes and colored. When you come to a big word, you can cover the ending and find a smaller part you can read.*


RETEACH SIGHT WORD: does


What's Missing? **Mix and Fix** **Table Writing** **Write and Retrieve**

WRITING QUESTIONS ABOUT THE TOPIC

Prompt: *Find your favorite page in this book and use one of the words on the dry-erase easel to write a question about vegetables. When you finish one question, find another page you like in this book and write a second question. Keep writing until I tell you to stop.*

Plan: Write the words *Who, What, Where, When, Why, and How* on the dry-erase easel. Have students use these question words to write questions that can be answered by reading this book. Have students refer to the pictures for help, but do not let them copy from the book. Use the



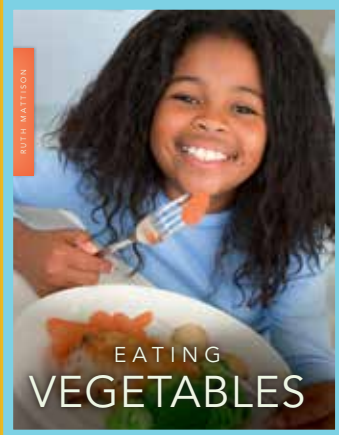


Featured: *Discover Our World, Level H*

DESIRED LITERACY BEHAVIOR	TEACHER ACTION	PROMPT FOR STRATEGIC ACTION
Uses standard spelling for high-frequency words.	Write a model on the practice page.	Write this word on the practice page. Check your word work.
Uses uppercase letters, periods, exclamation points, and question marks.	Remind students before they write to use uppercase letters and punctuation where they need them.	What goes in a sentence? Check your punctuation.
Writes with legible handwriting.	Model letter formation using handwriting paper.	Make the letter on handwriting paper.

WRITING PROMPTING

DESIRED LITERACY BEHAVIOR	TEACHER ACTION
Uses standard spelling for high-frequency words.	Write a model on the practice page.
Uses uppercase letters, periods, exclamation points, and question marks.	Remind students before they write to use uppercase letters and punctuation where they need them.



Featured: *Discover Our World*, Level H

GUIDED WRITING INSTRUCTION

LEVEL-APPROPRIATE WORD STUDY ACTIVITIES AND PHONEMIC AWARENESS



LITERACY Footprints BOOK CLOSET

INCLUDES

- 168 titles reflecting a wide range of genres and text types
- Lesson plans accompanying each title
- Explicit instruction aligned with the target literacy behaviors for each stage of reading

14 LEVELED KITS LEVELS A-N

Each kit includes 72 books (6 copies of 12 titles).

LITERACY FOOTPRINTS BOOK CLOSET LEVEL KITS

KIT	Kit* \$395	Single Student** \$75
Literacy Footprints Book Closet LEVEL A KIT	LFP-BC-A-CP	LFP-BC-A-SS
Literacy Footprints Book Closet LEVEL B KIT	LFP-BC-B-CP	LFP-BC-B-SS
Literacy Footprints Book Closet LEVEL C KIT	LFP-BC-C-CP	LFP-BC-C-SS
Literacy Footprints Book Closet LEVEL D KIT	LFP-BC-D-CP	LFP-BC-D-SS
Literacy Footprints Book Closet LEVEL E KIT	LFP-BC-E-CP	LFP-BC-E-SS
Literacy Footprints Book Closet LEVEL F KIT	LFP-BC-F-CP	LFP-BC-F-SS
Literacy Footprints Book Closet LEVEL G KIT	LFP-BC-G-CP	LFP-BC-G-SS
Literacy Footprints Book Closet LEVEL H KIT	LFP-BC-H-CP	LFP-BC-H-SS
Literacy Footprints Book Closet LEVEL I KIT	LFP-BC-I-CP	LFP-BC-I-SS
Literacy Footprints Book Closet LEVEL J KIT	LFP-BC-J-CP	LFP-BC-J-SS
Literacy Footprints Book Closet LEVEL K KIT	LFP-BC-K-CP	LFP-BC-K-SS
Literacy Footprints Book Closet LEVEL L KIT	LFP-BC-L-CP	LFP-BC-L-SS
Literacy Footprints Book Closet LEVEL M KIT	LFP-BC-M-CP	LFP-BC-M-SS
Literacy Footprints Book Closet LEVEL N KIT	LFP-BC-N-CP	LFP-BC-N-SS

*Each kit contains 6 packs of 12 leveled texts, companion lesson plans, and a storage tub.

**Single Student Kits include one copy of each title and do not include lesson plans or a storage tub.

COMPLETE LITERACY FOOTPRINTS BOOK CLOSET, LOWER

KIT	CODE	PRICE
COMPLETE LITERACY FOOTPRINTS BOOK CLOSET, LOWER Contains Levels A–N kits	LFP-BC-LOWER-CP	\$5,100

Includes 1,008 books (6 copies of 168 titles)



Featured: **Level A Kit**



Featured: **Level E Kit**



LITERACY FOOTPRINTS GUIDED READING ASSESSMENT

The **Literacy Footprints Guided Reading Assessment** is an easy-to-use, complete kit that aligns with all three parts of the guided reading framework: reading, word study, and writing. It includes leveled reading assessments (running records), developmental word study inventories, and guided writing assessments. Teachers will be able to:

- **Observe** strategic reading behaviors, fluency, comprehension, and writing skills.
- **Determine** a student's reading level.
- **Make decisions** about guided reading group placement.
- **Utilize assessment data** to inform instruction
- **Monitor** student progress.

Seamlessly links with the Digital Reader Assessment and Data Center.

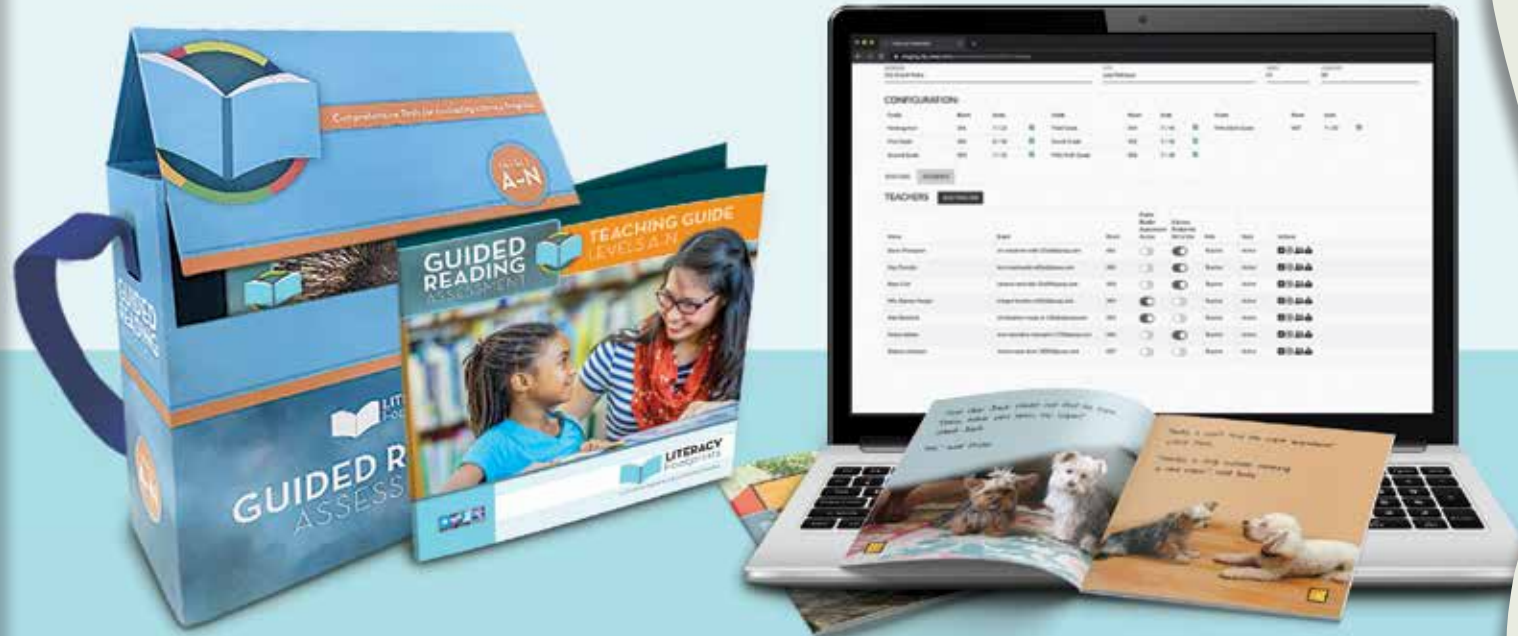
LITERACY FOOTPRINTS GUIDED READING ASSESSMENT KITS

KIT	CODE	PRICE
Levels A–N (24 books)	LFP-GRA01	\$365
Levels O–Z (28 books)	LFP-GRA02	\$365

Bonus: receive a trial Digital Reader subscription for one teacher's current school year with each Assessment Kit purchased.

KIT INCLUDES

- A fiction and a non-fiction book at each level that was created expressly for our Assessment Kits
- Teaching guide
- Video tutorials for coding, scoring, and analyzing running records
- Printable online assessment forms
- Online student data tracker
- Level-specific 3-tier assessments: running records, developmental word study inventories, and guided writing assessments



New! PHONICS LAUNCH DECODABLE BOOKS AND LESSONS

to support your phonics instruction.



- **Engaging decodable stories** that facilitate practice in phonics skills
- **Builds foundational skills** through explicit, systematic, multisensory instruction
- **Based on research** with proven, evidence-based classroom-ready resources for phonics instruction

PHONICS LAUNCH: STORYBOOKS AND LESSONS

KIT	CODE	PRICE
Ready, Set, Go Kit 1	PL-RSG1	\$800
On Our Way Kit 1	PL-OOW1	\$800
Building Up Kit 1	Coming Spring 2023	
Moving On Kit 1	Coming Spring 2023	

EACH KIT INCLUDES
6 copies of 24 titles and companion lesson cards.

READY, SET, GO provides the most novice reader with opportunities to develop concepts of print, such as one-to-one matching and return sweep, as well as practice in decoding using consonant sounds and short vowels.

ON OUR WAY provides the beginning reader with opportunities to practice decoding CVC words, words with initial and final digraphs, and simple words with initial blends.

BUILDING UP provides the early reader with opportunities to practice decoding words with final blends, long vowels, and vowel teams.

MOVING ON provides the early/transitional reader with opportunities to practice decoding words with more variable and challenging sounds, such as vowel-r combinations, trigraphs, and diphthongs, as well as compound and multisyllable words.



PHONICS STORYBOOKS SCOPE AND SEQUENCE ON OUR WAY SET 1				PHONICS FOCUS
BOOK	TITLE	SIGHT WORD	PHONICS FOCUS	
1	Wag Is a Yappy Dog	look	Short vowel: o	Short vowel: a
2	Tip and Fin	here	Short vowel: i	Short vowel: i
3	Big and Little Cats	you	Short vowels: a and o	Short vowels: a and i
4	Rox the Fox	for	Short vowel: o	Short vowel: o
5	Bud and Mutt	come	Short vowel: u	Short vowel: u
6	Dot the Pug	like	Short vowels: o and u	Short vowel: e
7	Jen's Pet Hen	and	Short vowel: e	Short vowels: o and u
8	Hens	out	Short vowels: a and e	Short vowel: e
9	Rusty Wins	said	Short vowels: i and o	Short vowels: a and e
10	I Am a Bat	are	Short vowels: a and u	
11	Tig the Pig	looked	Short vowels: e and i	
12	Jen's Hen and the Fox	going	Short vowels: a, e, i, o, and u	
13	Shoo, Cat, Shoo!	went	Short vowels Initial digraph: sh	
14	Jen's Hen and the Chick	where	Short vowels Initial digraph: ch	
		your	Short vowels Initial digraph: th	
		pur	Short vowels Initial digraphs: ch and sh	
		and	Short vowels Final digraph: th	
		and	Short vowels Final digraph: th	

EACH PHONICS LAUNCH KIT includes a complete scope and sequence and a mini-lesson for each title.



Featured:
On Our Way Set 1, Book 2, Tip and Fin

DIGITAL READER

DIGITAL CLASSROOM SOLUTION

A Digital Classroom Library with access to over 1,000 books, along with lesson plans, assessments, videos, interactive word study tools, a data reporting system, and motivational support for independent reading.

TEACHERS CAN CREATE **CUSTOM BOOKSHELVES** FOR EACH STUDENT.

STUDENTS CAN BE CHALLENGED TO **SUCCEED IN THEIR READING GOALS!**

TEACHERS SEE **THEIR WEEK AT A GLANCE** TO MONITOR STUDENT PROGRESS.



b e g i n

BEGIN

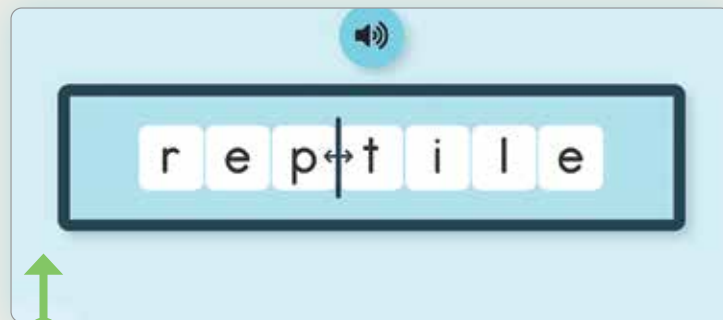
WORD STUDY AT YOUR STUDENTS' FINGERTIPS

STUDENTS ENGAGE WITH DIGITAL ACTIVITIES

Interactive Word Study activities provide an engaging experience to support students in developing decoding and encoding skills.



MAKING WORDS helps improve students' ability to encode words. Students manipulate letters and make new words based on the sounds they hear.



MAKE A BIG WORD can be used before students read a book to help prepare them for the challenges of decoding a new, important word in the text and provide practice in the skill of decoding multisyllable words.



PICTURE SORTING helps to improve students' phonemic awareness and support their letter-sound knowledge.

DIGITAL READER



OFFERS ACCESS TO

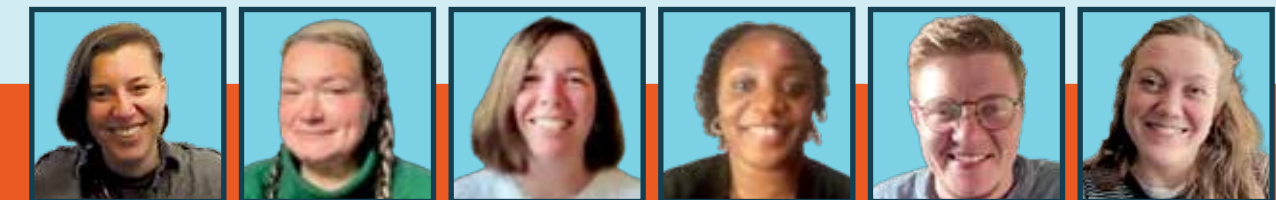
- Over 1,000 books
- Interactive Word Study activities
- A fun rewards tracker to encourage student reading goals
- Video book introductions for independent student viewing
- Assessment materials for teachers
- Data tracking and reporting tools for teachers
- Optional integration with Clever, ClassLink, and other SIS

Volume discounts starting at 250 licenses.

DIGITAL READER LICENSES

Teacher licenses include access to all grade-level kits.

SKU	DIGITAL READER PAY-PER-USER	
	PRICE	ITEM NAME
LFP-DR-Teacher	\$20	Digital Reader Teacher License
LFP-DR-Student	\$10	Digital Reader Student License



Our Digital Reader support team is available for training and product support!

PRODUCT INFORMATION:

Teacher licenses include access to the Pioneer Valley Phonics Storybooks and the titles in the Literacy Footprints Guided Reading, Intervention Partner, Stepping Together Shared Reading, and Book Closet Kits.

School accounts are managed by the school administrator on the account and can be integrated with Clever, ClassLink, and other SIS integration systems.

Student licenses may not be used as a stand-alone purchase and must accompany at least one teacher license.

READING SUCCESS IS BUILT INTO EVERY LEVEL

Our Literacy Footprints kits include teaching tools and components created by literacy experts.

	Teaching Guide	Lesson Plans	Book Labels	Dry-Erase Sleeve w/ Kit-Specific Chart Cards	Dry-Erase Lapboards (24) w/ Kit-Specific Chart Cards	Word Study Box Set	Comprehension Box Set	Picture Card Box Set	Letter Cards Bag Set	Affix Box Set	Vocabulary Box
GUIDED READING KIT: KINDERGARTEN	📖	📖	📖	📖		📖					
GUIDED READING KIT: FIRST GRADE	📖	📖	📖	📖		📖					
GUIDED READING KIT: SECOND GRADE	📖	📖	📖	📖			📖				
GUIDED READING KIT: THIRD GRADE	📖	📖	📖	📖			📖				📖
GUIDED READING KIT: FOURTH GRADE	📖	📖	📖	📖			📖			📖	📖
GUIDED READING KIT: FIFTH/SIXTH GRADE	📖	📖	📖	📖			📖			📖	📖
INTERVENTION PARTNER	📖	📖	📖	📖		📖	📖	📖			
STEPPING TOGETHER SHARED READING KINDERGARTEN	📖	📖			📖			📖	📖		
STEPPING TOGETHER SHARED READING FIRST GRADE	📖	📖			📖			📖	📖		
STEPPING TOGETHER SHARED READING SECOND GRADE	📖	📖			📖				📖		
INTERACTIVE READ-ALOUD KITS (Available Grades K-6)	📖	📖									

LITERACY FOOTPRINTS RESOURCE KIT

Our Resource Kit contains supplementary tools that support teachers in their literacy instruction.

LITERACY FOOTPRINTS RESOURCE KIT

CODE	PRICE
LFP-RK	\$215

KIT INCLUDES

- 5 packs of Lowercase Magnetic Letters
- 1 pack of Uppercase Magnetic Letters
- 6 Magnetic Letter Trays (printed with the alphabet)
- 6 Student Dry-Erase Practice Boards
- 1 Magnetic Dry-Erase Easel
- 2 Magnetic Letter Storage Boxes
- 6 Dry-Erase Markers with Attached Erasers

Lesson-Support Bookmarks	Toolkit for Test-Taking Strategies	Kit-Specific Writing Journal	One Year Subscription to Digital Reader	Super Stories (Controlled Texts)	ABC Wall Poster OR Vowel Wall Poster
		📖	📖		
		📖	📖		
📖		📖	📖		
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		📖			



On-site or Virtual

PROFESSIONAL LEARNING

LEARN FROM THE EXPERTS!



Our carefully trained literacy experts offer personalized instruction!



Shared Reading



Guided Reading



Word Study and Phonics



Interactive Read-Aloud



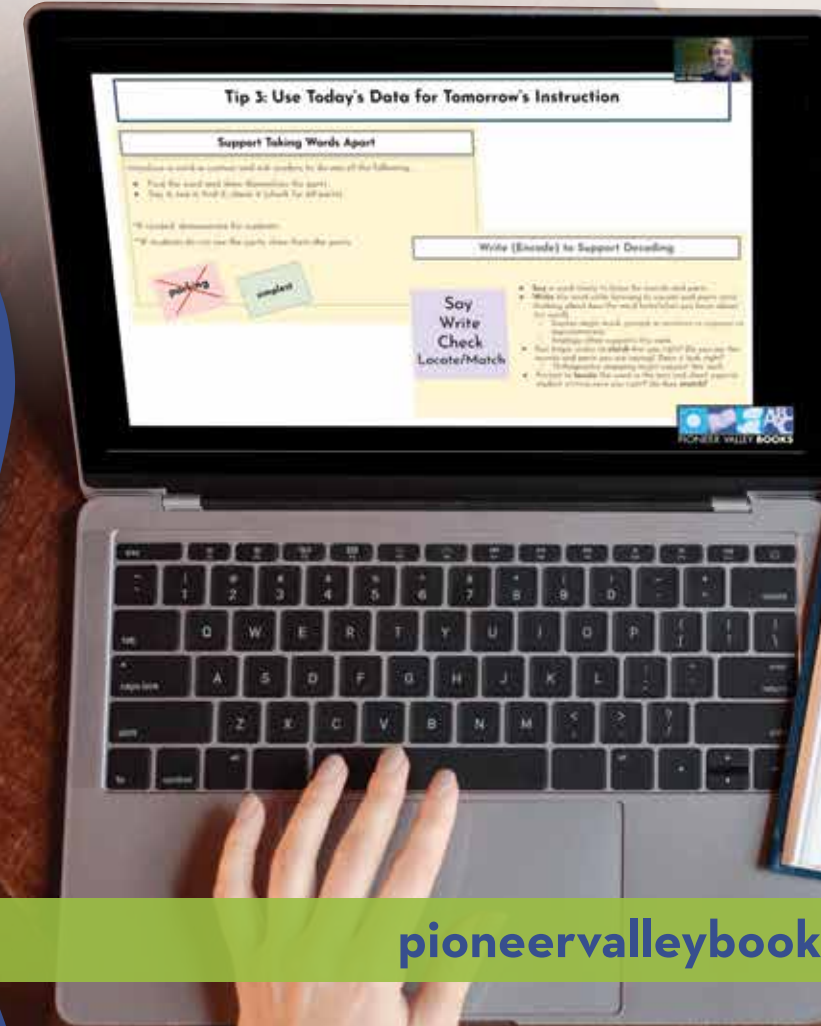
Assessments and More!

Contact our team for more information!

professionallearning@pioneervalleybooks.com

FREE DYNAMIC WEBINARS

LIVE AND RECORDED!

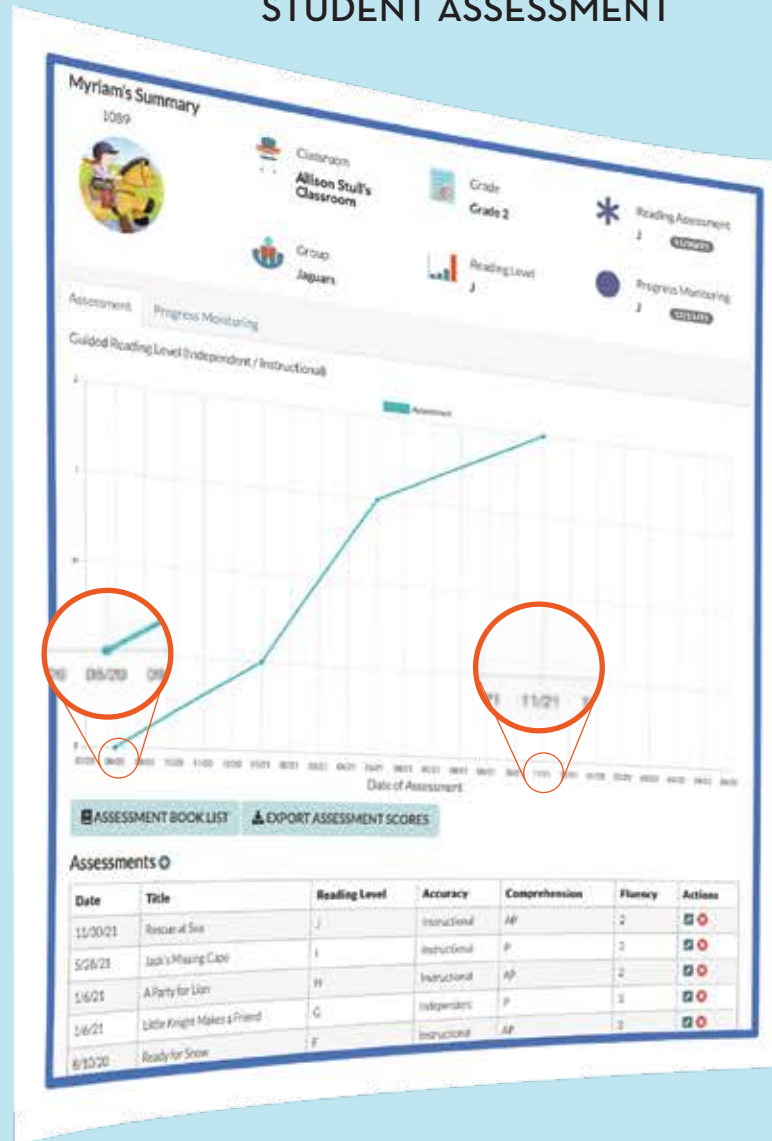


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MEASURE STUDENT PROGRESS

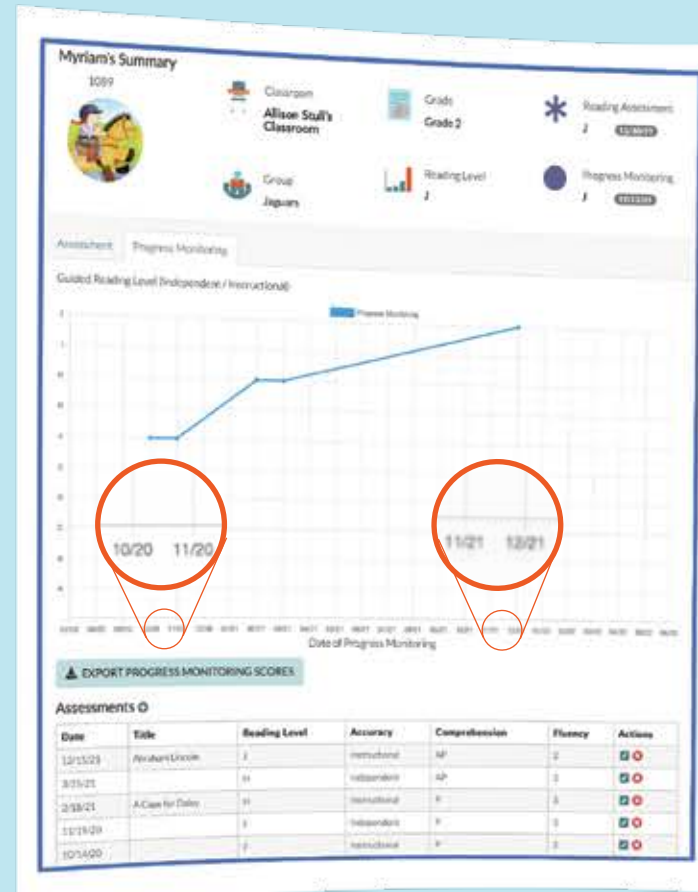
EVERY STEP OF THE WAY

STUDENT ASSESSMENT



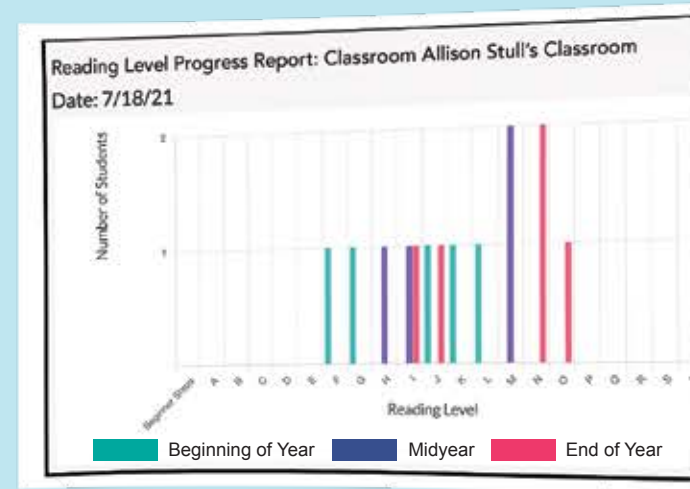
Display valuable student benchmarking data across years.

STUDENT PROGRESS MONITORING



Track valuable student progress monitoring data month-to-month and across years.

CLASS PROGRESS MONITORING Assessment Progress Report

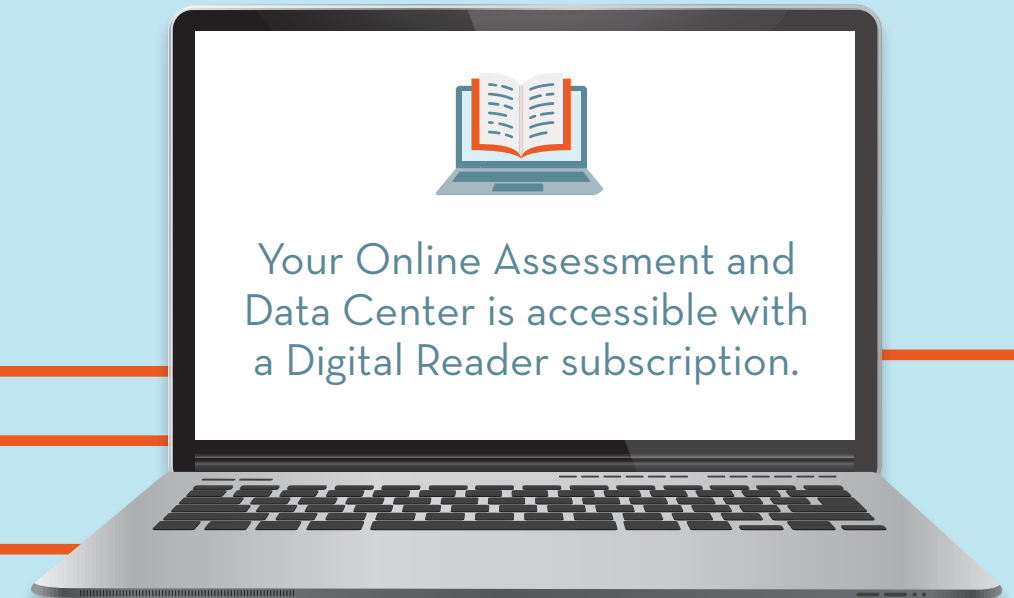


Monitor Leveled Reading Assessment results to track whole-class instructional-level growth across the year.

CLASS PROFILE



View individual student reading growth across the year.



LITERACY FOOTPRINTS WORKS— RESEARCH SAYS SO.

A 2022 product evaluation conducted by McREL International found that Literacy Footprints Guided Reading system **DEMONSTRATED A POSITIVE IMPACT** on 3rd-grade students' English Language Arts achievement.*

*This study results show that Literacy Footprints (Third Grade Kit) guided reading system had a statistically significant positive effect on grade 3 ELA scores for central Florida's School District of Manatee County students.
pioneervalleybooks.com/mcREL



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Northampton, MA 01060
LiteracyFootprints.com
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