

LINKS TO LITERACY™

The Link to Grade-Level Success



VOYAGER SOPRIS
LEARNING®

Reading Intervention
for Grades K-5

Literacy Instruction and Practice to Prevent Learning Loss

Even with effective instruction, some students lose ground during summer, intersession breaks, and other interrupted instruction during the school year. *LINKS to Literacy*[™], grounded in the most current research in the science of reading, is an engaging program designed to help students retain or reclaim the academic progress they made.

LINKS TO LITERACY[™]

30, 60-Minute
Easy-to-Deliver
Lessons

Teacher-Guided
Instruction
and Practice

Engaging
Themes That
Connect to
Students' Lives

Immediate
Corrective
Feedback

LINKS to Literacy
is the link to
grade-level success!

LINKS to Literacy is strategically crafted to provide targeted, science of reading-based intervention in shorter time frames, like tutoring, summer school, or intersessions, to support developing readers or students at risk of not meeting grade-level expectations. **In just 30, 60-minute lessons, students receive systematic, explicit instruction in the five essential components of reading, helping them on the path to reading success.**

Research-Based and Aligned to the Science of Reading

Research confirms students beginning to learn to read require ample instruction and practice in decoding and reading accuracy, while students in fourth grade and beyond require practice in making meaning from the text to learn.*

LINKS to Literacy draws on 25 years of prevention and intervention research targeting the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.**

Every lesson provides instruction in these essential skills using the Structured Literacy approach, founded in the science of reading.

In the lower grades, when students are in the beginning phases of reading acquisition, there is greater emphasis on phonemic awareness and phonics. As students acquire facility in word reading in the upper grades, the emphasis shifts more to vocabulary and comprehension. All levels have a focus on fluency.

FIVE ESSENTIAL COMPONENTS OF READING

1 | PHONEMIC AWARENESS

2 | PHONICS

3 | FLUENCY

4 | VOCABULARY

5 | COMPREHENSION

*Vellutino et al., 2007; Connor, Alberto, Compton, & O'Connor, 2014.
**National Reading Panel, 2000



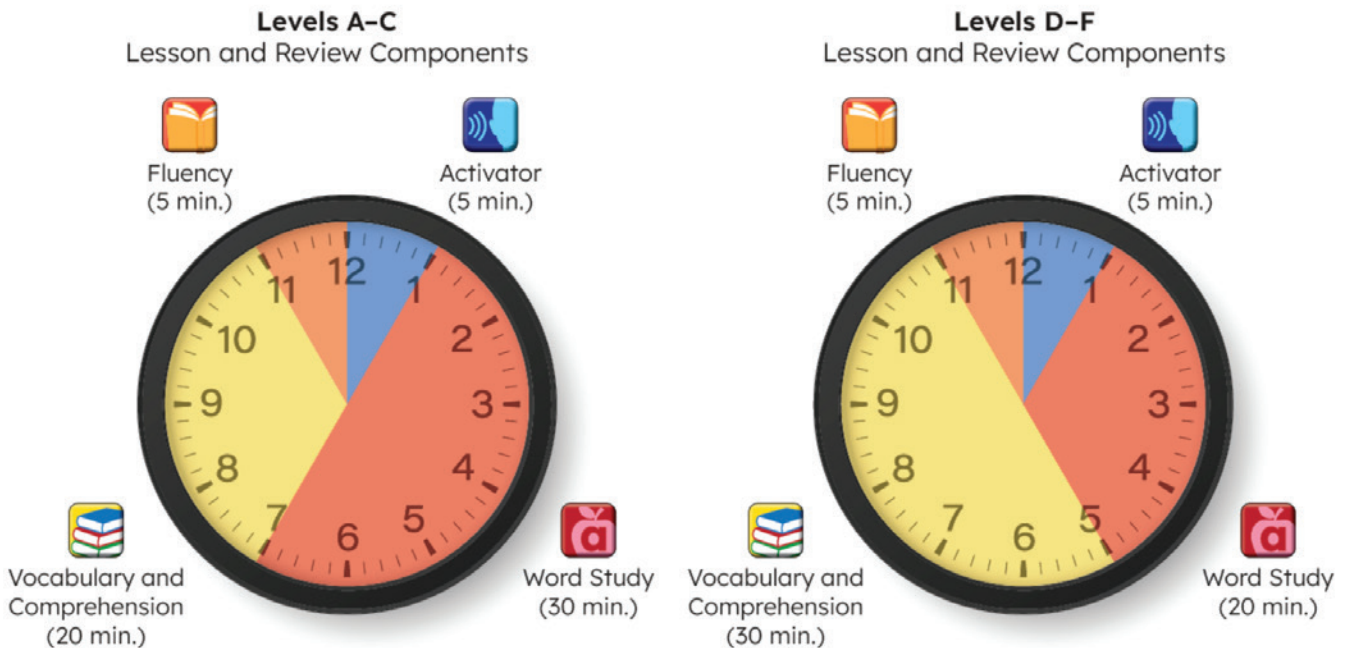
Meaningful Practice at Every Level

Through a strategic approach consistent with how students learn to read, each of the six levels of *LINKS to Literacy* concentrates on the priority skills needed to accelerate literacy growth. In each level, content increases in complexity to scaffold and reinforce instruction.



Instructional Routine

LINKS to Literacy organizes 30 lessons into a five-lesson set. Each week, Lessons 1–4 follow a consistent 60-minute routine of Activator, Word Study, Vocabulary and Comprehension, and Fluency. The fifth lesson is a 60-minute review of the concepts from the previous four lessons. Each lesson includes two passages to reinforce the skills learned and provide opportunities for practice.



Engaging Themes

All levels are built on consistent themes designed to help students make connections to the world around them and beyond as they practice targeted literacy skills and reading.



Lessons 1–5: All About Me explores who students are with stories about family, friendship, community, and physical and mental growth.



Lessons 16–20: Science examines our planet including conditions that impact climate, rare and interesting animals, volcanoes, ocean life, and space.



Lessons 6–10: Arts looks at the many types of creative pursuits including fine arts, culinary arts, musical arts, and ingenuity.



Lessons 21–25: Stories of Resilience and Courage gives students a look at ordinary people doing extraordinary things, such as young people inventing useful devices, protecting their communities, or rescuing family members.



Lessons 11–15: Travel and Cultures takes students on a trip around the world by looking at various cultures, customs, celebrations, and travel experiences.



Lessons 26–30: Technology highlights some of the most recent innovations, including text to speech, GPS and Artificial Intelligence (AI) technology, flight tracking, and satellites.



Assessment

The *LINKS to Literacy* assessment lets teachers evaluate students before and after the program to measure growth.

ASSESSMENT FORM A

allows educators to gather data about each student's understanding of the literacy concepts taught in the program prior to beginning.

On completion of the program, educators can administer **ASSESSMENT FORM B** to assess how much each student has learned throughout the program. This information can help educators document each student's responsiveness to instruction and provide data for future instruction.

Assessment Form A

A LETTER AND SOUND IDENTIFICATION

I will say a sound. Circle the correct letter or letters that represent that sound.

1. Circle the letter or letters that represent the sound /ū/.
2. Circle the letters that represent the sound /ā/.
3. Circle the letters that represent the sound /f/.
4. Circle the letter or letters that represent the sound /oi/.
5. Circle the letters that represent the sound /j/.

B WORD READING

Read the word in the first column. Divide it into syllables. Write the first syllable. Write the second syllable.

Word	First Syllable	Second Syllable
1. buckets		
2. create		
3. report		
4. explain		
5. action		

Assessment Form A

A. Letter and Sound Identification

Circle the correct letter or letters for the sounds.

1.	a	ue	ee	ai
2.	oa	ea	igh	igh
3.	ph	sh	th	wh
4.	y	ow	oa	ai
5.	dge	tch	ch	gle

B. Word Reading

Read the word in the first column. Divide it into syllables. Write the first syllable. Write the second syllable.

Word	First Syllable	Second Syllable
1. buckets	buck	ets
2. create	cre	ate
3. report	re	port
4. explain	ex	plain
5. action	ac	tion

Assessment Form A

LINKS to Literacy A1



Connect Learning to Content Areas

Passages within each level of *LINKS to Literacy* provide a balance of both informational and narrative text, including a variety of genres. Passages focus on topics from content areas, including science topics like technology, climate, and space; social studies topics like community, cultures, and changes throughout history; and health topics like decision-making, personal connections, and responsibility. Passages represent a variety of cultures and time periods and reflect the multifaceted environments students are a part of.

Proven Support in Every Lesson

LINKS to Literacy is designed to give teachers everything they need to effectively and efficiently deliver an organized, research-based lesson.



The start of the lesson outlines which **MATERIALS** are needed for the students to help prepare before the lesson begins.

Lesson 10

Materials

Student Book, blank cards



ACTIVATOR

5 min

Listen as I say a word. Then, drop the ending and make a new word.

Say *straightest*. Now, drop the *-est*. (straight)

Say *pouted*. Now, drop the *-ed*. (pout)

Say *neighbor*. Now, drop the *-bor*. (neigh)

Say *boiling*. Now, drop the *-ing* (boil)

Say *eighty*. Now, drop the *-y*. (eight)



To Correct

The new word is _____.



WORD STUDY

20 min

Review *igh*, *oi*, and *ou*

Have students turn to page 53 in the Student Book. Direct them to Set A. Write the word *about* on the board. Underline the letters *ou*. **These letters represent the sound /ou/. Say that sound with me, /ou/.**

Let's blend the sounds these letters represent.

Say the sounds with me: /ə/ /b/ /ou/ /t/.

Slide your finger from left to right as you blend the sounds.

What is this word? (about) Use the word in a sentence. Then, have students use the word in a sentence.

Repeat with the words *out* and *sounds*.

Erase the word and write the word *point*. Underline the letters *oi*. **These letters represent the /oi/ sound. Let's blend the sounds these letters represent. Say the sounds with me: /p/ /oi/ /n/ /t/.** Slide your fingers from left to right as you blend the sounds.

What is this word? (point) Use the word in a sentence. Then, have students use the word in a sentence.

Erase the word and write the word *eighth*. Underline the letters *igh*. **This letter combination represents the /ā/ sound. The letters *th* represent the /th/ sound. Let's blend the sounds these letters represent. Say the sounds with me: /ā/ /t/ /th/.** Slide your finger as you blend the sounds.

What is this word? (eighth) Use the word in a sentence. Then, have students use the word in a sentence.

Lesson 10

Word Study

A. Word Reading

- | | |
|-----------|-----------|
| 1. about | 4. point |
| 2. out | 5. eighth |
| 3. sounds | |

B. High-Frequency Words

- | | |
|-------|--------|
| 1. is | 3. day |
| 2. of | |

C. Spelling

- | | |
|----------|-------|
| 1. weigh | _____ |
| 2. point | _____ |
| 3. count | _____ |

Lesson 10

LINKS to Literacy 53



To Correct

- Quickly model how to say each sound and blend the word.
- Have students repeat the steps.

The **ACTIVATOR** is a five-minute warm-up activity. The activity introduces phonological awareness skills that will prepare students for lesson success.

Sections are **TIME BLOCKED** to guide lesson pacing.

The **WORD STUDY** section includes practice in phonics and morphology skills.

The corresponding page from the **STUDENT BOOK** is embedded into the Teacher Edition so the instructor can follow along with the student.

Connect to the Text

Lessons are guided by evidence-based strategies that accelerate students' reading skills, broaden their understanding, and foster a deeper connection to the world around them.

VOCABULARY AND COMPREHENSION uses explicit instruction to introduce new vocabulary words and addresses comprehension skills such as main topic, story elements, point of view, and making inferences.



VOCABULARY AND COMPREHENSION

20 min

Describe Story Structure; Describe Character Response

pace volcano gazed

Have students turn to page 57 in the Student Book and look at the bold vocabulary words in the story. **You will review words you know.** Write *pace* on the board, then read it aloud. **This word is *pace*.** **Now, say it with me.** Point to the word as you read it with students.

This word has one syllable. Count it with me. As you read the word, hold up a finger for the syllable as you say it. Define the word for students using a student-friendly definition. ***Pace* means “the speed at which someone or something moves.”**

Provide students with examples of when the word might be used and what the word is and is not. **You would use the word *pace* to describe how fast someone is running. You would not use the word to describe someone who is standing still.** Ask yes or no questions about the word's meaning. **Could you keep *pace* with a race car?** (no) **Would you walk at a slow *pace* if you had a hurt foot?** (yes)

Now, think of a sentence you can make using the word. Have students share their sentences with a partner. Ask student volunteers to share their sentences.

The Artist

Camila walked to art class at a slow **pace**. She loved to paint, but she did not think she was good. But Mr. Singh was very good! He painted scenes from all over the country. He showed his paintings in art galleries.

Mr. Singh greeted the class. “Let’s paint a **volcano**.” He pointed to a picture. Camila **gazed** at it. The tall peak sprayed smoke and fire.

Camila started to paint. But she did not think her volcano would look as good as the picture. At the end of class, her volcano was done.



Lesson 10

LINKS to Literacy 57



Camila sighed. The peak of her volcano was too short, the smoke was too blue, and the fire was too pink.

“I love it!” Mr. Singh said, looking at her painting.

“It doesn’t look like the volcano in the picture,” said Camila.

“But it looks strong,” said Mr. Singh. “It looks like the painter put a little of herself into it.”

Camila smiled. Maybe she could be an artist one day, after all!

58 LINKS to Literacy

Lesson 10

Repeat the steps for reviewing vocabulary with the remaining words.

volcano Point to the word *volcano*. The word *volcano* has three syllables and means “a mountain that erupts with red lava.” Mount Saint Helens is a *volcano* in Washington State.

gazed Point to the word *gazed*. The word *gazed* has one syllable and means “looked at for a while.” We gazed at the stars in the dark night sky.

Now, let’s read “The Artist” together. Then, I will ask a few questions about the story, and we will discuss any words you do not know. Let’s begin. Read the story aloud with students, maintaining appropriate pacing and intonation. As you choral read, mark any words that are unfamiliar to students to discuss after reading.

After reading, discuss the story structure and characters. You can use story structure to help you remember the events in the story. You can compare how characters respond to events to understand.

- What do we learn about the characters and setting in the beginning of the story? (Camila is in an art class. She doesn’t think she is good at painting. Mr. Singh is very good at painting.)
- What happens in the middle of the story?

Each lesson includes **TWO PASSAGES**. The first passage is in the **WORD STUDY** section. It serves to review the sounds and letters students learned that day. The second focuses on **VOCABULARY AND COMPREHENSION**.

To Correct

- Immediately say the word, then say each syllable in the word.
- Have students repeat the word and syllables.
- Use the word in a sentence.
- Have students use the word in new sentences.

Today’s story is “The Artist.” What do you think this story is about? (someone painting a volcano)

Ask questions about prior knowledge and experiences. What do you know about artists? (They make art.) What are some ways an artist makes art? (They paint or draw. Some artists color with crayons.)

Repeat the steps with the word *some*. Practice reading and spelling the words on the cards with students daily.

To Correct

- Immediately say the word.
- Say the letters in the word as you write them on the board.
- Have students read the word, spell it, and read it again.

Spelling

Direct students to Set C. Say the first spelling word aloud. Listen to this word: *thrush*. Say the word again slowly as you segment the sounds in the word: /th/ /r/ /ü/ /sh/.

Listen to this word in a sentence. Say a short sentence containing the target word along with words students already know. A *thrush* is a bird that likes to eat berries. Now, you say the word aloud. (thrush) Hold this word in your memory.

Next, say the word to yourself. Allow time for students to say the word.

Have students say each sound as they write the word. Write the word *thrush* on the first line on page 55 in your Student Book.

Write the word on the board, and have students correct any errors they made.

Repeat with the words *shrug* (Mom does not like it when I shrug my shoulders.), *straw* (The goat lay on the straw), *screen* (Mom cracked the screen on her phone), and *spree* (I went on a shopping spree with my birthday money.).

To Correct

- Immediately say the word, then use the word in a sentence.
- Write the word on the board, and ask students to make their word look like yours.

Have students turn to page 56 in the Student Book. Words with the sounds and letters we have reviewed today can be found in the story “The Bowl.” Read the story aloud with students, maintaining appropriate pacing and intonation. Then, briefly discuss the story. Who is the story mostly about? (Dan, Nur, Seb, and their art teacher) What happened? (Their teacher showed them how to make a clay bowl. Dan wanted to be a potter.)

To Correct

- Stop the readers.
- Say the word.
- Have students repeat the word and reread the sentence.



The Bowl

Dan, Nur, and Seb sat in art camp. The teacher said she would show them how to make a clay bowl.

“This is a wheel,” she said. She pressed some scraps of clay into a lump. “I throw the clay onto the wheel.” The wheel began to spin. It made a shrill sound.

“Wow!” said Nur.

The clay spun with the wheel. The teacher sprayed the clay to keep it wet. She stroked and pinched the edge to form a bowl.

The kids clapped. Dan said, “I would like to be a potter when I grow up!”

Create the Link

Lessons incorporate engaging themes that encourage students to connect their learning to their own lives.

LESSON LINKS are optional activities included at the end of each lesson in Levels C–F that challenge students to think more deeply about the text they have read and skills they have learned. These standards-based activities help students connect to the text through writing, drawing, or completing concept maps.

Lesson Links

If time allows, have students turn to page 60 in the Student Book. Read the instructions and discuss the activity with students. Have students complete the activity and share their page with a partner or the group.

D. Lesson Links
You read about the job of a curator in "What Does a Museum Curator Do?" Use the graphic organizer to make an inference about why museum curators must be knowledgeable about many things. **Answers will vary. Sample answers:**

Information From the Text Curators have many different types of tasks, such as determining if an art piece is real, hiring people to restore art, and deciding to loan art to other museums.
↓
What I Already Know Each of these tasks requires different types of knowledge.
↓
Inference Because museum curators have so many different types of tasks, they must have a wide range of knowledge to do their job.

60 LINKS to Literacy Lesson 10



FLUENCY

5 min

Have students turn to page 56 in the Student Book. Then, have them reread "Aunt Lucy Goes to Glasgow" or a section of the story with a partner and check each other for reading errors. Monitor and correct for speed and accuracy as needed.

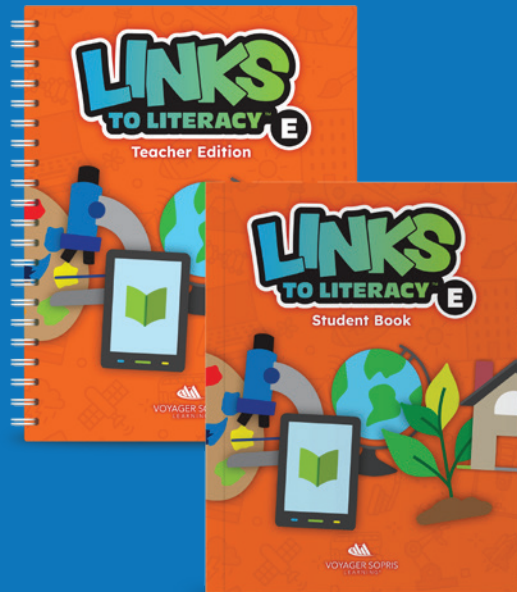


FLUENCY practice is the final part of the lesson. The lesson will provide instructions for word and passage reading to enhance automaticity and accuracy.

Review Lessons

Every fifth lesson reviews the skills taught in the previous four lessons including word study, vocabulary, comprehension, and fluency. The comprehension passage provides content about a career associated with each theme. Students will learn about engineers, museum curators, marine biologists, game designers, and many more.





Program Components

Everything you need to deliver effective lessons is included in the Teacher Edition and Student Book.

Teacher Edition

- Organized Lessons
- Pre-test (Assessment Form A)
- Post-test (Assessment Form B)
- Blank word cards
- Student letter squares (Levels A–C Only)
- Teacher letter cards (Levels A–C Only)
- Word grids (Level B only)

Student Book

- Interactive Text
- Student letter squares (Levels A–C Only)
- Blank word cards
- Word grids (Level B only)



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learn more

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ISBN 979-8-7653-0816-5



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