

## K–5 English Language Arts Curriculum Science of Reading Proof Points



The Science of Reading stems from decades of research focused on how people learn to read. The five components of literacy instruction—phonics, phonemic awareness, fluency, vocabulary, and comprehension—represent the skills and teaching methodologies used in training students how to read. Purposeful Design Publication’s (PDP’s ) K–5 *Language Arts* Program is a comprehensive, research-based curriculum designed to provide systematic and explicit instruction in key literacy skills. This program integrates vocabulary development, spelling, grammar, writing, and reading comprehension while reinforcing phonics, phonemic awareness, and fluency. To support differentiated instruction, the Teacher Edition includes these resources:

- Reader Guides for small-group reading instruction, allowing for targeted skill development.
- Literature Guides for read-aloud experiences, exposing students to a diverse range of text structures and literary genres.

Additionally, PDP’s curriculum weaves a biblical worldview throughout all literacy components, ensuring that reading, writing, spelling, and grammar instruction reflect a faith-based approach. This document serves as a curriculum roadmap, guiding educators on where to find each instructional element within PDP’s K–5 program, helping to create an effective, well-rounded literacy foundation for students.

### Skills Addressed In Science of Reading

Phonemic  
Awareness

Phonics

Fluency

Vocabulary

Comprehension

# Phonics & Phonemic Awareness

Phonemic awareness (the ability to identify, isolate, and manipulate individual phonemes) and phonics (the relationship between letters and their corresponding sounds) appear under the Phonics heading in the K–2 Teacher Editions. When developing this series, the curriculum development team took an integrated approach, meaning phonics and phonemic awareness are taught systematically each day. PDP’s complete K–2 Phonics Progression Chart is available upon request by contacting [pdptraining@acsi.org](mailto:pdptraining@acsi.org).

The daily lesson is formatted so students work with sounds first (phonemic awareness) and then the corresponding graphemes (phonics).

In this example from the kindergarten curriculum, you can see that Directed Instruction sections 1–2 deal with rimes and onsets, which fall under the broad category of phonological awareness. Next, in Directed Instruction 3, students practice phonological awareness by sounding out the individual sounds of each letter. In Directed Instruction 4, students make the connection between phonemes and graphemes by using manipulatives. Finally, in Directed Instruction 5, students independently practice what they have learned.

## Phonics

**1** Using the **LARGE MAGNETIC LETTERS**, display the rime *up*. Teach students to blend these two sounds together. Have students say the rime *up* several times. Convey to students that the letters *up* make a word. Choose a volunteer to use it in a sentence. (Possible answer: *I stood up*.) Then, explain that the /*ūp*/ sound is also at the end of several words. Place the letter *p* next to the rime *up*. Point to the letter *p* and ask students what sound it makes. (/p/) Guide students to blend the /p/ sound with the rime *up*. Ask students what word they hear. (**pup**) Repeat the process with the word *cup*.

**2** Using the large magnetic letters, display the rime *um*. Teach students to blend these two sounds together. Have students say the rime *um* several times. Place the letter *g* next to the rime *um*. Point to the letter *g* and ask students what sound it makes. (/g/) Guide students to blend the /g/ sound with the rime *um*. Ask students what word they hear. (**gum**) Repeat the process with the following word *hum*. Repeat the entire process to teach the rime *us* using the following words: *Gus* and *bus*. Convey that the letters *us* make a word. Choose a volunteer to use it in a sentence. (Possible answer: **The crayons are for us**.)

**3** Say the following sounds slowly: /t/ /ū/ /b/. Direct students to repeat the sounds and then blend the sounds together to say the word. Ask students what word they sounded out. (**tub**) Repeat this process by saying the following sounds below and having students determine the words that these sounds make.

- /b/ /ū/ /s/ (**bus**)
- /t/ /ū/ /b/ (**rub**)
- /m/ /ū/ /g/ (**mug**)
- /d/ /ū/ /g/ (**dog**)
- /p/ /ū/ /p/ (**pop**)
- /f/ /ū/ /s/ (**fox**)
- /h/ /ū/ /t/ (**hut**)
- /c/ /ū/ /p/ (**cup**)

**4** Arrange students into small groups. Distribute **PICTURE-SORT CARDS** for vowels and **SMALL MAGNETIC LETTERS** to groups. Direct groups to draw a card and to place the magnetic letter on top of that card that stands for the middle sound. Circulate to make sure students are correctly identifying the vowel sounds. Collect the picture-sort vowel cards. Then, distribute the picture-sort consonant cards and repeat the process by directing students to determine the beginning consonant sound in each picture.

**5** Assign the student pages as independent review. (Note: Student pages include review of concepts from Units A–C.)

phonological  
awareness

phonemic  
awareness

phonics



The components of PDP’s Language Arts Kit support student learning by allowing students to practice phonics skills using hands-on manipulatives.

# Fluency

Fluency is the ability to read with speed, accuracy, and proper expression. In PDP's English Language Arts (ELA) curriculum, fluency is practiced in the beginning readers, decodable readers, and leveled readers in Grades K–2, with individual fluency checks included in the Teacher Edition.


Beginning readers are utilized at the beginning of kindergarten and are designed to promote literacy awareness, rehearse high-frequency words, and set a firm foundation for essential reading skills. Beginning readers are printable from the online kindergarten teacher resources and include 15 foldable readers that closely connect to unit themes. Beginning readers help students feel a sense of instant success upon completion early in the school year.

\_\_\_\_\_

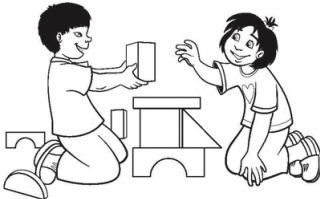
Name \_\_\_\_\_

BLM 14.1A

**Kind**




Pam is kind.  
She is kind to Max.



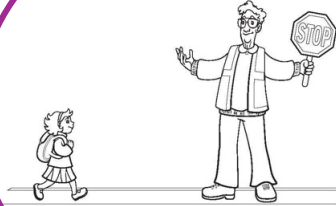
Brad is kind.  
He is kind at school.

High-frequency words: he, she  
Vocabulary: kind

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Fran is kind.  
She is kind to us.



Greg is kind.  
He is kind to me.

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printable from the  
online teacher  
resources for easy  
reproduction

repetition to  
promote fluency  
and phonemic  
awareness

appealing  
illustrations that  
students can color  
to promote  
engagement and  
ownership



## Decodable Readers

Midway through kindergarten, students transition to multi-story Decodable Readers 1–6. First grade begins the school year with Decodable Readers 7–12. The decodable readers introduce students to a variety of genres, including informational text, realistic fiction, fantasy, fables, and biographies. To promote fluency and phonological awareness, selections use simple language patterns and a blend of familiar and challenging vocabulary. A mixture of illustrations and photographs support the text. The decodable readers are biblically integrated and cover many relevant topics that are interesting to young readers.



The stories in each decodable reader are connected by a theme.

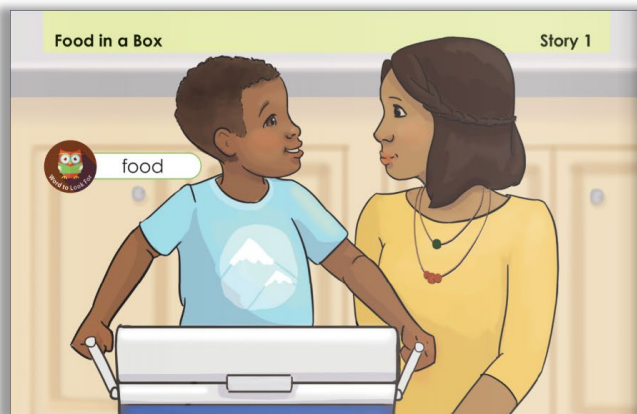
**Phonics**  
 • ending digraph: ck  
 • ending consonant blends: nd, lk, lp  
 • long vowel words

**High-Frequency Words**  
 are have one

**Vocabulary Words**  
 food eat cook sweet fruit

The phonics focus, high-frequency words, and vocabulary words for each decodable reader are listed in the front matter for easy reference.

**Decodable Reader 2: Food**  
 Food in a Box  
 The Lake Trip  
 Grill and Fill  
 Fruit and Jam



I help Mom.  
 We pack food in  
 a box.



## Phonics

- ### High-Frequency Words

### Vocabulary Words

Phonics focuses, high frequency words, and vocabulary words are listed in the front of each leveled reader.

Made by God  
I Have Talents  
Made to Love  
God Made Everyone Different  
Your Unique Hands  
Track That Animal  
Change Is My Game  
Luna the Mouse Deer  
Pete Fits In



# Leveled Readers, continued



## Exploring Mars

by C. Hope Flinchbaugh

## Story 3



mission

spacecraft

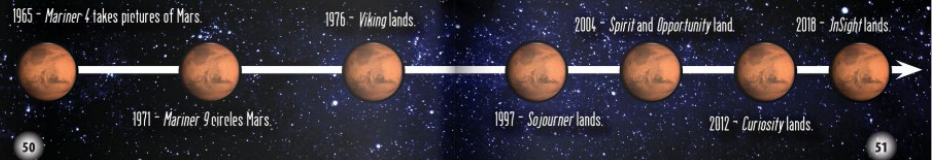


Mars is a cold planet smaller than Earth. Just like Earth, Mars has an atmosphere, seasons, and changing weather. Mars is called the Red Planet because rust in the rocks makes the planet look red from far away.

Scientists have been studying Mars for a long time. They want to know what is there and if people could one day live there. Various kinds of spacecraft have been sent to Mars to explore. At first, NASA sent ones that flew around Mars to take pictures. Then, NASA built landers such as *Viking* to land on Mars. The landers took pictures and studied the soil and air.

Scientists needed to study more places on Mars. They sent rovers (robots that move). *Sojourner* was the first rover. It had cameras and two tools. It took pictures and gathered data about weather. Later, *Spirit* and *Opportunity* were sent to look for water. They moved faster and had more tools than *Sojourner*. Their tests showed that Mars could have once had water.

### Mars Exploration Time Line



Each leveled reader has an accompanying reader guide, housed in the online PDP Teacher Resources repository, that includes vocabulary, word work, and comprehension questions, as well as ideas for differentiation and application activities.

#### Story 2: The Postage Stamp

Preparation: Gather SMALL MAGNETIC LETTERS.

Genre: narrative nonfiction (rhyming poetry)

Vocabulary Words: reveal

**Word Work:** Place the SMALL MAGNETIC LETTERS on a table. Write the words *read*, *ear*, and *few* on a whiteboard. Have students circle the word *read* with the magnetic letters. Direct them to pronounce the word. (*red*) How else can the word be pronounced? (*red*) Explain that some words are homographs. They have different meanings and are pronounced differently but are spelled the same. The reader must use context clues to determine which way to read the word so that it makes sense. Read the following sentences and have students determine the correct pronunciation for *read* in each one: *Yesterday, I read a book. Tomorrow I will read another one.* (*red*) (*red*) Direct students to make the word *ear* with the small magnetic letters and pronounce it with both pronunciations. (*ear*) (*ear*) Have students use each form in a sentence. (Answers will vary.) Repeat the process for the word *few*. (*few*) (*few*)

**Comprehension Skills and Strategies:** making connections, interpreting author's purpose

**Discuss and Comprehend the Story**

- Direct students to look at the page. Have them identify what on the page helps them determine what the text is about and what type of writing it is. (title and picture, length of the lines) Ask what these features specifically tell about the story. (Possible answers: *the* The story is about a postage stamp picture. The postage stamp shows a picture from space and says, "In the beginning God...") (*length of lines*) Does the poem rhyme? (Yes.) How do you know? (Possible answer: The last word of the second and fourth lines of each stanza rhyme.)
- After students read, ask the following questions:
  1. Using context clues, do you think the word *reveal* means *hide* or *show*? (*show*)
  2. What does the line "A photo from the moon was snatched" mean? (One of the astronauts took a picture of Earth.) What are two other meanings of the word *snatch*? (Possible answers: to break something a sound made with your fingers)
  3. What do you think *Apollo 8* is? (name of a spacecraft) How do you know? (Possible answers: An astronaut took the photo; astronauts travel in spacecraft; the photo is taken from space.)
  4. After Bill Andersen saw Earth from space, why do you think he honored God as the One who made Earth and the moon? (Answers will vary.) What is the poem about? (Possible answers: stamp, God as Creator) Why do you think a postage stamp was made from the photograph of Earth? (Possible answer: so everyone would remember that historic day)
  5. Does this poem seem to be fiction or nonfiction? (*nonfiction*) Is the author's purpose to persuade, inform, or entertain? (*inform*)
- Read aloud *Genesis 1:1–26*. Discuss with students the vast variety of things God created.

**Extend the Story**

- Have students practice reading the poem with proper rhythm and rhyme. Direct them to memorize and recite it for the group.
- Direct students to design and draw their own postage stamp honoring God as the Creator and to include an illustration of something He created. Display students' stamps in the classroom.

#### Story 3: Exploring Mars

Preparation: Obtain several DICTIONARIES or provide access to an online dictionary.

Genre: informational text

Vocabulary Words: mission, spacecraft

High-Frequency Words: even

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6

#### Reader Guide 16

**Comprehension Skills and Strategies:** monitoring comprehension, classifying and categorizing

**Discuss and Comprehend the Story**

- Before students read, direct their attention to the title and text features. Have them determine what the story is about, whether it is fiction or nonfiction, and what the author's purpose is. (all Mars spacecraft from 1965 to 2018; *nonfiction*, *informational text*; to *inform*) Have students locate the time line and photograph captions. Read each of those aloud after students have read the text on the page.
- Review strategies students can use to check for understanding as they read, including using text features, context clues, and rereading. Guide them to identify when they come to text they do not understand. Then, have them use the strategies to figure out answers. Discuss any sentences or paragraphs that are unclear to students.
- As students read, ask the following questions:
  1. page 50: Why do scientists study Mars, and what are two ways they have studied it? (They study it because they want to know whether people can live there one day; the first two spacecraft took pictures from space, and the later ones actually landed on Mars.) What do you think you will read about next? (Answers will vary.)
  2. page 51: How is Mars different from Earth? (It is cold, red, and smaller than Earth.) How is Mars the same as Earth? (Possible answers: It is round; it has an atmosphere, seasons, and changing weather.) How do you think scientists know these things? (By gathering information through the different spacecraft sent to study Mars.) Point out that the text in parentheses on the page tells what the word *revel* means.
  3. pages 52–53: What caused scientists to build a bigger rover? (They wanted to know more.) What information could *Curiosity* collect? (Information about the soil, weather, surface, water, and air.) What is the name of the latest spacecraft sent to Mars? (*InSight*) How do these photographs help explain what a rover is? (Possible answers: They show the robots; they show the wheels that allow the rovers to move around; they show the cameras and arms for doing experiments.)
- As a group, discuss the three types of spacecraft sent to Mars. They can be categorized by the location from which they view Mars and whether they can move. Write on a whiteboard the following headings: *flyby*, *lander*, and *rover*. Explain that flybys are spacecraft that fly by Mars but do not land. Have students look at the time line and text to determine which spacecraft belong in each category. (*flyby* *Mariner 4* and *Mariner 9*; *lander* *Viking* and *InSight*; *rover* *Sojourner*, *Spirit*, *Opportunity*, and *Curiosity*) Why do you think NASA sends different kinds of spacecraft to Mars? (Possible answers: because they want to learn about different things on Mars, because each kind of spacecraft has a different mission)

**Extend the Story**

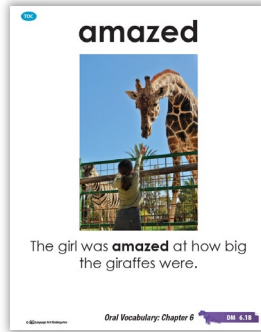
- Distribute DICTIONARIES or provide access to an online dictionary. Assist volunteers with looking up the words *sojourner*, *spirit*, *opportunity*, and *curiosity*. Discuss with students why NASA may have given the rovers these names. (Possible answer: to enjoy something) How else is it used? (to compare things) Convey that the words have two meanings that are similar. For example in the simile *his legs are long like a spider's legs*, the person's legs are compared to a spider's legs. Direct students' attention to the last paragraph on page 56 and have them find the two instances of the word *like* and identify the meaning for each. (Both times the word is used to compare.) Write on the board the following sentences: *I like*

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7

# Vocabulary

Vocabulary knowledge is the understanding of word meanings and usage. College-and-career-readiness research shows that students need to encounter 8,000–10,000 words per year. PDP offers ample opportunities throughout its ELA curriculum for vocabulary acquisition.



In Grades K–2, oral vocabulary words accompany the weekly read-alouds. Vocabulary lists are in the teacher reader guides and listed in the student leveled readers. Each text selection in the leveled readers also has accompanying vocabulary words along with activities and discussion questions. PDP provides vocabulary posters in the PDP Teacher Resources online repository as digital masters. The digital masters can be displayed digitally or printed and displayed while the story is read aloud.

## Story 3: Exploring Mars

**Preparation:** Obtain several **DICTIONARIES** or provide access to an online dictionary.

**Genre:** informational text

**Vocabulary Words:** mission, spacecraft

**High-Frequency Word:** even

In Grades 3–5, vocabulary words are in each chapter of the *Language and Writing* textbook. Students receive instruction and practice on vocabulary words three days each week as well as take weekly assessments. Online teacher resources offer a variety of resources and activities to support student learning. Additionally, each literature guide and reader guide has accompanying vocabulary words that go with each text selection. Again, digital teacher resources have activities and display materials that support learning the vocabulary words.

**KEY**

Name \_\_\_\_\_

**Vocabulary: Chapter 2**

Read the definition for the vocabulary words **carburetor**, **combustible**, and **ignite** in the book's glossary. Cut the cards apart. Answer the question on each card and place it under its matching vocabulary word.

carburetor	combustible	ignite

1. What places are safe for lighting fires?

2. What types of materials can be burned easily?

3. What is mixed in this?

4. Which word implies that you should not carry a live flame near it and why?

5. What types of things are helpful to ignite?

## VOCABULARY BUILDER

- **admit** to confess responsibility for an action
- **blunder** to move in a stumbling way
- **conceal** to hide
- **evade** to purposely avoid or dodge

# Comprehension

Comprehension is the ability to actively understand, interpret, and engage with the meaning of written text. PDP's ELA program provides many opportunities for students to practice research-based and rigorous comprehension strategies.

## Grades K–2

In Grades K–2, students begin by focusing on building phonics, phonemic awareness, and fluency skills. Once those skills are mastered, reading comprehension is integrated through the reader guides that accompany the leveled readers and through listening- and reading-comprehension questions included in the Student Edition.



### Story 2: Can You Laugh like a Monkey?

**Genre:** nonfiction (rhyming poetry)

**Word Work:** Write the following pairs of rhyming words on a whiteboard: *goose, moose, cook, look, glad, mad, and jelly, belly*. Have students read the pairs of words. Ask what they notice about the words. (**The words in each pair rhyme.**) What does the word *rhyme* mean? (**The middle and end of the words sound the same.**) Explain that the beat, or rhythm, and rhyme of this poem can help students read words at the ends of the line. Share that the rhyme helps them predict what the rhyming word will be. Write on a whiteboard the following question: *Can you hop like a bunny?* Direct students to read the question aloud and then share that you are going to write a question that rhymes with it. Ask what word will have a rhyming partner. (*bunny*) Write the following question below the first question: *Can you laugh like it's \_\_\_\_\_?* Direct students to read the second question and to predict what word goes in the blank. (*funny*) Ask how they know that is the correct word. (**It makes sense and rhymes with bunny.**) Read aloud the two questions, emphasizing the rhythm and rhyme. Then guide students in reading it aloud with you. Finally, have just students read aloud.

**Comprehension Skills and Strategies:** rereading for understanding, stating point of view

#### Discuss and Comprehend the Story

- Explain that this kind of story usually rhymes. A stanza is under both the *fiction* and *nonfiction* headings.
- Model reading the poem more slowly to emphasize times together for students.
- After students read, ask the following questions:
  1. What kind of story is this or scary? (**funny**) Why?
  2. Who is the poem written in them.)
  3. What does the poem ask else could you do? (**jig out sad feelings**)
  4. Read the poem again a **moose, act like a bunny**

**Comprehension Skills and Strategies:** rereading for understanding, stating point of view

#### Discuss and Comprehend the Story

- Explain that this kind of story is called a poem. Poetry is a kind of writing grouped into stanzas that has rhythm and usually rhymes. A stanza is usually four or more lines put together. Display the *Genre Chart* and point out *poetry* listed under both the *fiction* and *nonfiction* headings. Explain that poetry can be written about something made up or true.
- Model reading the poem smoothly with expression. Emphasize the word *Then* in line seven and read the last two lines more slowly to emphasize the point of the poem. Guide students in reading the poem aloud. Read the poem several times together for students to gain fluency and to follow the beat as they read.
- After students read, ask the following questions:
  1. What kind of story is this? (**poem**) How do you know? (**It has short, rhyming lines.**) Is it serious, funny, exciting, or scary? (**funny**) Why? (**A person is asking if you can act like an animal doing silly things.**)
  2. Who is the poem written to? (**Possible answers: you, me**) How do you know? (**The questions have the word you in them.**)
  3. What does the poem ask? (**if you can do some silly things like animals do**) If you can do these silly things, what else could you do? (**jig out sad feelings**)
  4. Read the poem again and list the things to do that might change sad feelings. (**laugh like a monkey, itch like a moose, act like a bunny that walks like a goose, and dance like a bullfrog on a polar bear**)

# Comprehension, continued

## Grades 3–5

In Grades 3–5, the focus shifts from learning to read to reading to learn. Therefore, PDP's comprehension component in Grades 3–5 is robust. Students practice reading- and listening-comprehension skills weekly in the *Reading and Literature Student Edition*. Teachers can track student progress in grasping these important concepts by administering the provided weekly reading- and listening-comprehension assessments. Additional comprehension questions and activities accompany each book.

Name \_\_\_\_\_

**Reading Comprehension**

Read the passage.

**The Golf Team**

"Today's golf tournament was a disaster," complained Jamal. "I know you boys can do better. See you at practice tomorrow." Jamal, Malcom, and the others cleaned their clubs, changed their shoes, and trudged to the clubhouse parking lot. Their heads hung low from defeat. Jamal knew that he and Malcom were the best golfers on the team. Their team had won last season. But now their winning streak had ended. Jamal and Malcom fist-bumped each other. "See you in the morning, bro," Jamal said, climbing into the backseat of his dad's car.

"We lost again," Jamal complained before his dad even asked. Jamal told his dad about all the mistakes the other golfers made.

"Son, you win as a team and you lose as a team. What did you do to help

Fill in the circle next to the correct answer.

- Who are the main characters in the passage?
  - ☐ Coach Davis and Dad
  - ☐ Malcom and Coach Davis
  - ☐ Jamal and Malcom
- Why does the team lose the first golf tournament?
  - ☐ They argue and complain.
  - ☐ They do not practice enough.
  - ☐ The other teams play better.
- Why do the teammates hang their heads low?
  - ☐ It is time to go home.
  - ☐ The team has lost.
  - ☐ Coach Davis says they are in trouble.
- How long do Malcom and Jamal help the team and pray for them?
  - ☐ two years
  - ☐ two days
  - ☐ two weeks

12

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**Reading Comprehension Assessment**

Read the passage.

**Happy Paws Animal Hospital**

**Caring for Your New Pet**

110 Greyhound Ave, Great Lakes, NY • 555-515-5151 • Visit us for your pet-care needs

At Happy Paws Animal Hospital, we know that raising a pet can be exciting. However, there are some things you should know. We've created a list to help you care for the new member of your family.

**Puppies**

- Feed your puppy high-quality dog food three or four times a day.
- Always have fresh water available.
- Walk your puppy at least once a day.
- Regularly bathe your puppy and brush its fur when needed.
- Microchip your puppy, and get a collar that has a name tag.
- Invest in a crate for kennel training.
- Take your puppy to its scheduled veterinary exams.

**Kittens**

- Feed your kitten high-quality cat food two times a day.
- Always have fresh water available.
- Place a litter box in a location that the kitten can easily get to.
- Regularly brush your kitten to reduce the number of hair balls.
- Microchip your kitten, and get a collar that has a name tag.
- Invest in a scratching post for your kitten to scratch its claws on.
- Take your kitten to its scheduled veterinary exams.

**ANSWER KEY**

Name \_\_\_\_\_

**Reading Comprehension Assessment**

1. Fill in the graphic organizer to compare and contrast the care of puppies and kittens.

**puppies** **both** **kittens**

Write T for true statements and F for false statements. Correct the false statements by crossing out incorrect words and replacing them with words to make the sentences true.

- \_\_\_\_ Puppies should eat two times a day.
- \_\_\_\_ Kittens should be taken for a walk at least once a day.
- \_\_\_\_ Puppies and kittens should be microchipped.
- \_\_\_\_ Puppies and kittens should go to their scheduled veterinary exams.

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