



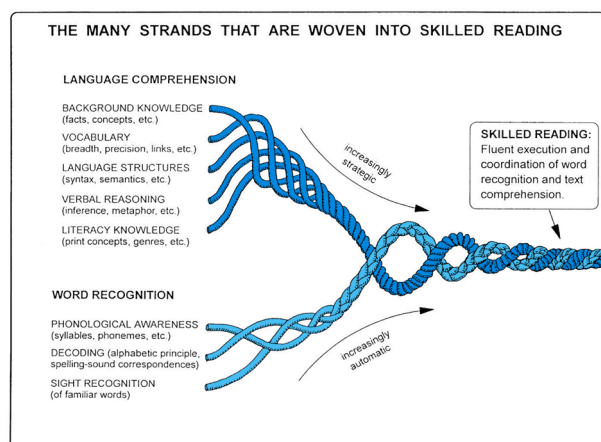
The Science of Reading and BJU Press

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

What is the Science of Reading (SOR)?

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

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



Original Reading Rope from <https://www.azed.gov/scienceofreading/scarboroughs-reading-rope>, colorized by BJU Press.

Examining the Reading Rope

Word Recognition

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

Phonological Awareness

What It Is

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

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

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

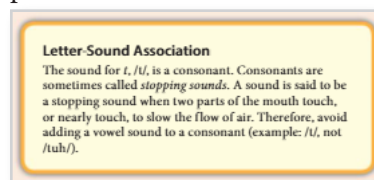
What It Looks Like

Systematic explicit phonemic awareness begins with **orally** blending and segmenting words. Then the oral instruction is applied with the phonics instruction. Phonemic awareness can also involve teaching students letter-sound associations, possibly using hand signals to help students manipulate sounds, or other strategies. There is extensive interaction between the teacher and the student as the teacher guides students to manipulate sounds. Phonemic awareness can be merged with phonics using letter cards. Click below to watch how the different levels of phonemic awareness are taught and how phonemic awareness and phonics can be taught together.

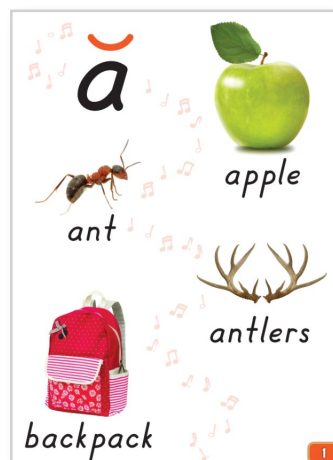
<https://vimeo.com/1099334538/436b7e2c7f>

What BJU Press Is Doing

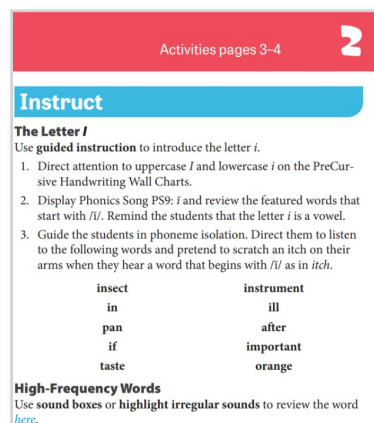
BJU Press is working to build systematic, explicit instruction in phonemic awareness. Instruction starts at the lowest levels of phonemic awareness with phoneme isolation and progresses to higher levels for all phonics patterns. In kindergarten, we give diligent attention to the way that students **articulate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



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



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



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

Phonics

Phonemic Awareness and Phonics Objectives

PA31.1 Isolate medial-vowel phonemes.

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

Printed Resources

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

Engage

Phonemic Awareness

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

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

Phonics

Phonemic Awareness and Phonics Objectives

PA1.1 Identify pairs of rhyming words.
P1.1 Identify letter-sound correspondences.
P1.2 Sequence words in alphabetical order.

Printed Resource

- Visuals: Alphabet Cards

Materials

- Entire alphabet for display

Engage

Phonemic Awareness

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

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

Phonics

Phonemic Awareness and Phonics Objectives

PA42.1 Substitute initial phonemes to make new words.
P42.1 Identify the vowel team *oa* as /ō/.
P42.2 Decode words with vowel team *oa* as /ō/.

Printed Resources

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

Engage

Phonemic Awareness

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

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

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

Decoding

What It Is

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

What It Looks Like

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

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

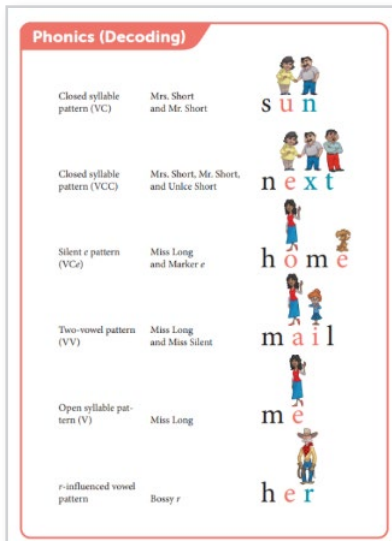
Phonics instruction should **explicitly and systematically** progress from simple to complex.

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

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

What BJU Press Is Doing

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

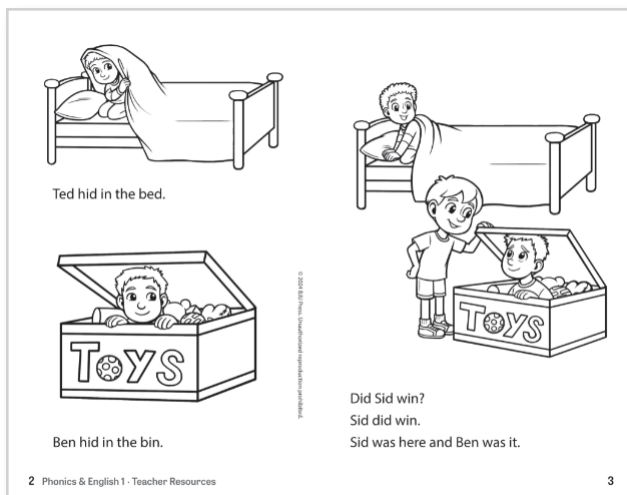


(Reading 2: Expeditions Teacher Edition, 4th ed., p. xxv)

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



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



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

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

Phonics Progress Monitoring Tool

Student Record Sheet

Name _____ Grade _____

Closed syllables with single consonants

fid nav wol gud det Date _____
min daz sog fum pel Score _____/10

Closed syllables with digraphs

nish pham chon luch whick Date _____
gith zash vock thuf leck Score _____/10

Closed syllables with blends

trid bant prog cupe fleb Date _____
dist grof nosk tump clea Score _____/10

Syllables with silent e

jine bate fote nute rete Date _____
tize hape pone pume kede Score _____/10

Syllables with r-controlled vowels

larm shir forp murb gert Date _____
tarl kirg gorm zurn nerb Score _____/10

Syllables with vowel teams

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

The Best Trip

☐ I will read and write words with closed syllables.

Highlight words with closed syllables. Read the highlighted words.

Read the passage.

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

Write the words your teacher dictates.

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

Write the sentence your teacher dictates.

5. _____

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

LIST 7

Pattern Words

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

Review Words

locating
admitted

Challenge Words

harsh

The /ar/ sound can be spelled **ar**. **harvest**

The /ar/ sound can be spelled **are**. **prairie compare**

The /ar/ sound can be spelled **ore**, **or**, **aur**. **forth adores course**

★

WORD SORT

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

/äɪ/

harvest _____

startled _____

scorekeeper _____

ordered _____

forest _____

supporting _____

adores _____

prairie _____

course _____



Spellings for /äɪ/

are _____

scaring _____

compare _____

declare _____

air _____

dairy _____

prairie _____

Spellings for /äʊ/

or _____

ore _____

[illegible]

Word Recognition Teaching Strategies

Hand Motions

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

Elkonin Boxes

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

Identifying Syllable Types

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

High-Frequency Words (Irregular Spellings)

Highlighting Irregular Sounds

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

Sound Boxes

fl	ame
----	-----

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

Dictation Procedure

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

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

Putting Together the Components of Word Recognition

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

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

Administer the IRE

Suggestions

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

Instructions

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

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

Fluency Norms for Elementary Reading

Grade Level	Mean (Blue)	High (Red)	Low (Green)
1st	60	80	40
2nd	100	120	80
3rd	130	150	110
4th	160	180	140
5th	180	200	160
6th	200	220	180

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

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

Language Comprehension

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

Background Knowledge

What It Is

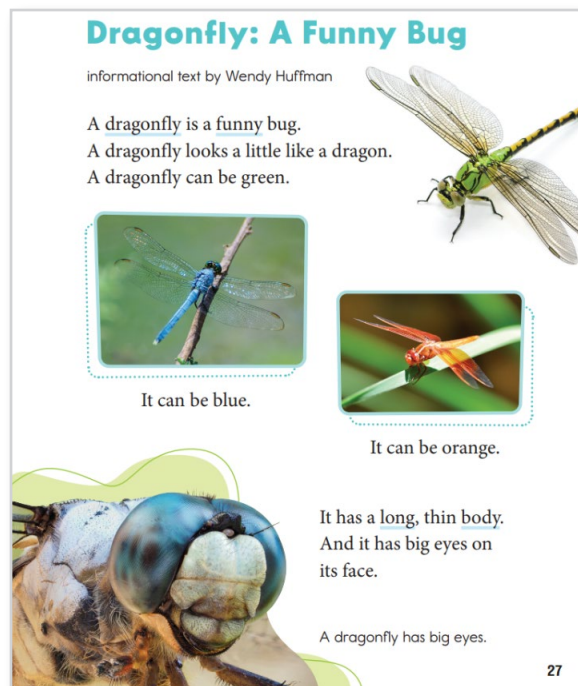
Background knowledge is the collection of knowledge and experiences that a student brings with him or her to the learning experience. Background knowledge is like a set of hooks on which students can hang new ideas.

What It Looks Like

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

What BJU Press Is Doing

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

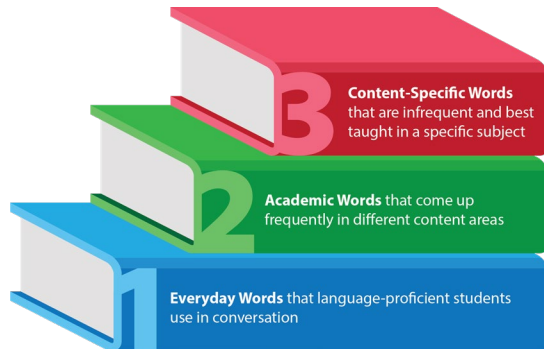


(Reading 1: Travels Together, 5th ed., p. 27)

Vocabulary

What It Is

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



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

What It Looks Like

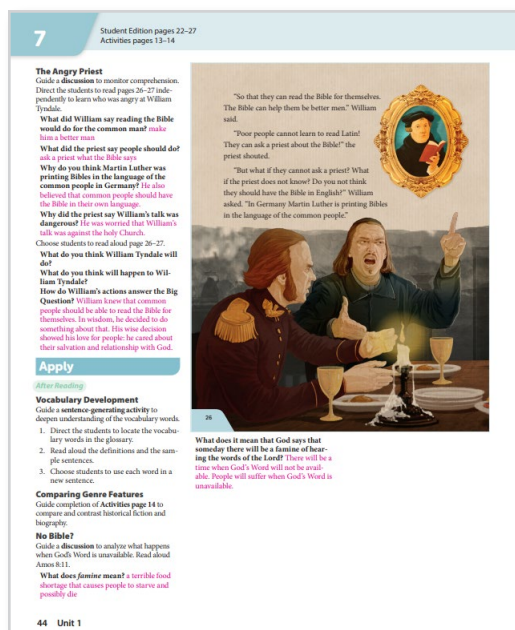
Teachers can explicitly teach new words by following a stepwise progression.

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

What BJU Press Is Doing

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

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



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

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

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

Phonics

Phonemic Awareness and Phonics Objectives

PA155.1 Substitute vowels to make new words.

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

P155.2 Form sentences containing adjectives.

Engage

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

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

Instruct

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

What is an adjective? *describing word*

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

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

What is the new word? *usable*

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

un-	equal	-able
	kind	-ly
	like	

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

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

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

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

Display the word *likable* and point out that since the suffix *-able* begins with a vowel, we must drop the silent *e* when we add the suffix.

What word means "the opposite of kind"? *unkind*

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

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

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

Apply

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

Reading

Why should I be thankful?

Reading Objectives

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

R155.2 Identify and make text connections.

R155.3 List reasons to be thankful. BWS

Biblical Worldview Shaping

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

Digital Resources

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

Materials

- A glue stick for each student

Preparation

- Print Instructional Aid 3.1 for each student.

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

Engage

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

Instruct

Before Reading

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

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

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

What are three other things you could compare and contrast?

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

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





Language Structures

What It Is

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

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

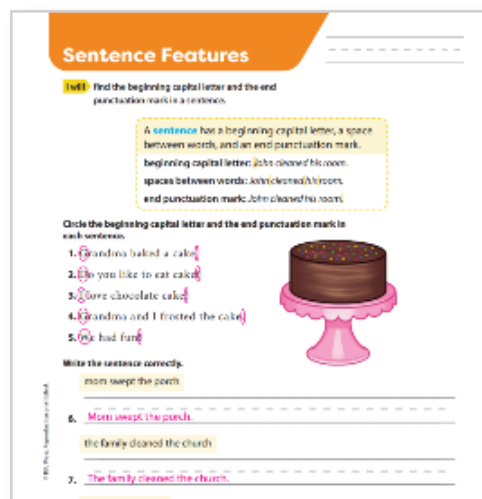
- **Critical thinking:** using the writing process
- **Syntax:** grammar
- **Text Structure:** narrative, informational, and persuasive writing; writing good paragraphs; using transition words
- **Writing Craft:** strategic word choice and use of literary devices, keeping the purpose and audience in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

What It Looks Like

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

What BJU Press Is Doing

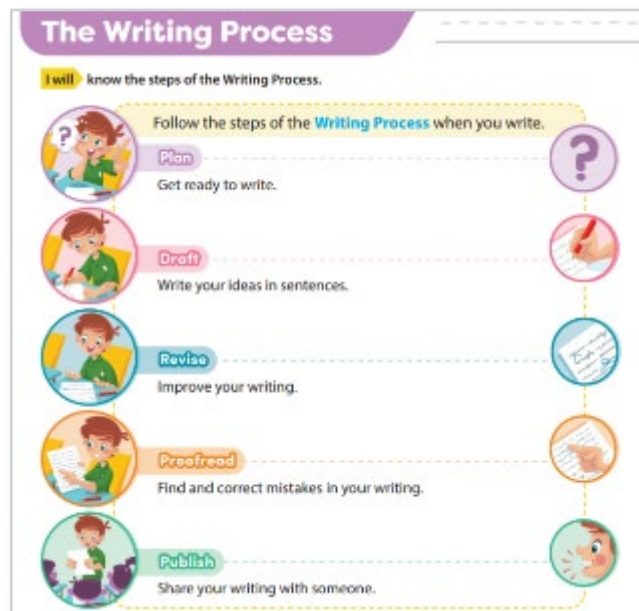
BJU Press's Writing and Grammar product line builds the basics of sentence structures and grammar, beginning with mastering writing a complete sentence in Phonics and English 1. Grammar skills continue to build through elementary. Grammar instruction is interleaved with writing practice to give students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



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

BJU Press provides writing opportunities through the writing process to

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



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

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



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

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

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

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



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

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



Verbal Reasoning

What It Is

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

What It Looks Like

Verbal reasoning can involve the following learning activities:

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

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

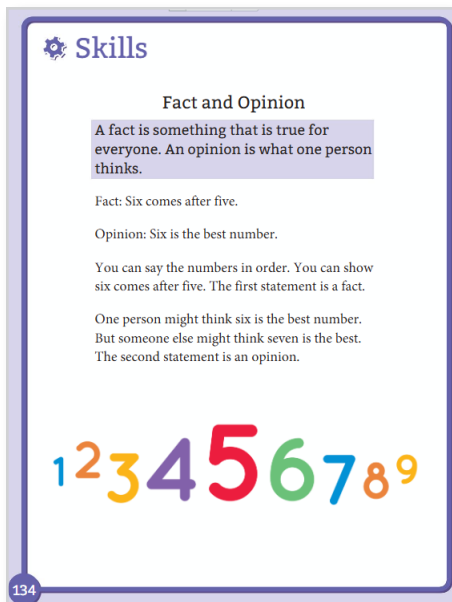
What BJU Press Is Doing

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



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

Instruction in Reading skills also happens in other disciplines.



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

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

U2 Community		
108	Unit 2 Community	
111	Alfred: The Sweet-Shop Cat	Memoir James Herriot
123	Paul Bunyan	Folklore/Fall Tale Retold by Steven Zorn
131	from Freedom Walkers	Narrative Nonfiction Russell Freedman
141	In Flanders Fields	Poetry John McCrae
145	Your Loyalties Are Your Life	Opinion Piece David Brooks
149	The President's Radio Address	Speech George W. Bush
153	Christmas Broadcast 1957	Speech Queen Elizabeth II
159	from Cheaper by the Dozen	Memoir Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey
167	old age sticks	Poetry e. e. cummings
171	The Monsters Are Due on Maple Street	Science Fiction/Drama Rod Serling
187	The World Is Not a Pleasant Place to Be	Poetry Nikki Giovanni
191	The Rider	Poetry Naomi Shihab Nye
195	Psalms 22	Poetry A Psalm of David
203	Writing Reflection Unit 2	
204	Unit 2 Review	

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

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

Digging into History: Cliff Houses

What were the advantages of living in cliff houses?

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

Look at the photo and read the description.

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

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

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

Casa Blanca includes two multi-room dwellings. The larger dwelling rests on the ground next to the cliff wall. It may have contained sixty rooms and could have housed between fifty and one hundred people. It contained one large kiva, measuring eighteen feet in diameter. The lower dwelling could have contained three to four other kivas. The east portion of the structure reached four stories into the air. The roof of the fourth floor would have rested just four feet below the main entrance to the cave dwelling.

The smaller dwelling was built in a cave thirty-five feet above the ground and contained about twenty rooms and four kivas. The main entrance is located in the middle of the cave. A second entrance is located toward the west and most likely would have been accessed by climbing a rope. Stone walls two feet thick surround the main room in the center of the cave. The outside walls of this room and the one to its west were painted white with a yellow stripe.

Digging into History: Cliff Houses (continued)

Three dwellings of Casa Blanca in Canyon de Chelly, Arizona, were almost 500 years apart but all were discovered.

Chapter 5: America's First People

Lesson 5 25

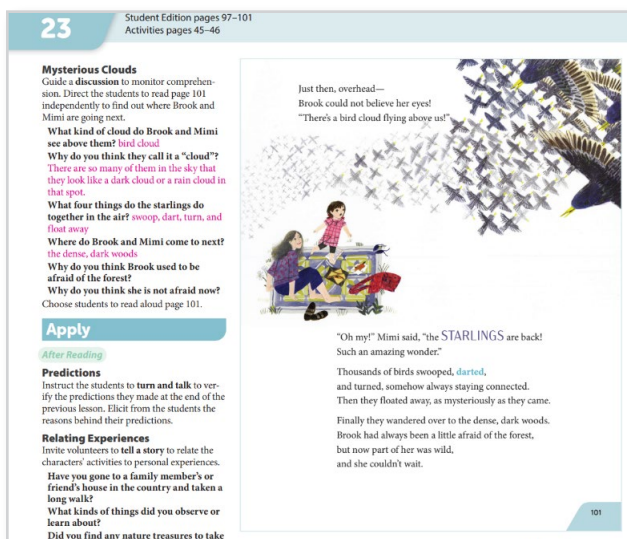
(Heritage Studies 5: History of America, 5th ed., pp. 13–15)

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



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

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



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

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



Congress Intervenes in Reconstruction

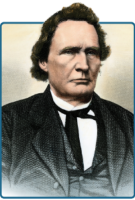
What steps did Congress take to support Reconstruction?

Republicans and Civil Rights

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

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

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



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

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

INSTRUCT

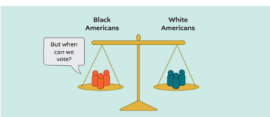
Republicans and Civil Rights
After reading pages 235–36, guide a **visual analysis** of the infographic at the bottom of page 235 to help students understand how black Americans were still unequal to white Americans before the law. Ask students the following questions:

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

Is this scale balanced? yes (technically)

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

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



235

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

Literacy Knowledge

What It Is

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

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

What It Looks Like

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

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

What BJU Press Is Doing

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

The North Star

novelistic fiction by Jennifer Glatheas
illustrated by Codiak Art

1 Watching the Seals

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

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

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



Before Reading

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

Plot

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

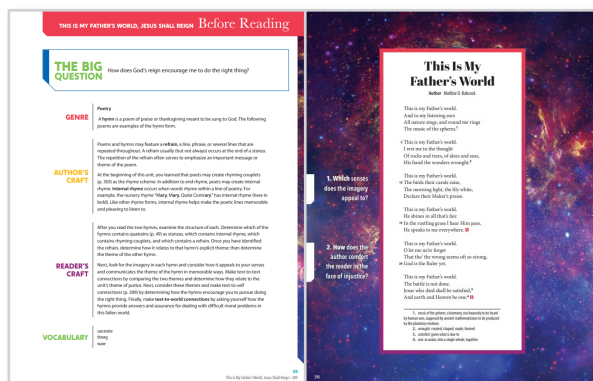
- 1 First, you describe the characters.
- 2 Second, you describe where the characters are (the setting).
- 3 Third, you describe what problems the characters have.
- 4 Finally, you tell how the characters fix the problem (the solution).

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

Vocabulary Words

1 blew	colled	2 dolls
clouds	course	harbor
find	gated	

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



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

Putting It All Together

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

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

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

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

How BJU Press Uniquely Leverages the Science of Reading

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

We provide

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

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

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

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

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