

# Reading



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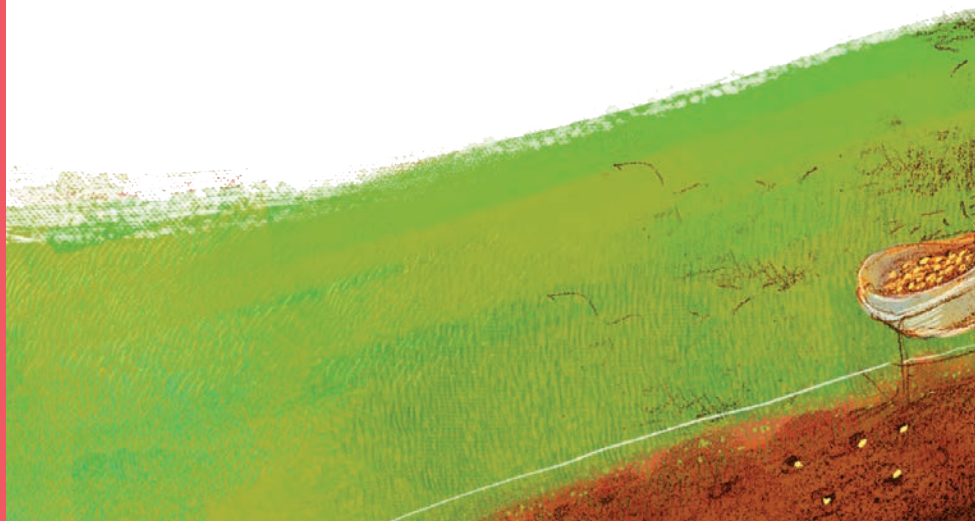
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# OUR VISION

To equip students to enjoy lifelong reading, to analyze and interpret texts in a variety of genres, to evaluate all that they read from a biblical worldview, and to become effective communicators.

## GOALS

- To foster the joy of reading
- To differentiate instruction with reading groups to meet the instructional needs of individual students
- To integrate a systematic phonics approach to decoding and word-work instruction
- To teach vocabulary in context
- To promote fluency through silent and oral practice to ensure accuracy and automaticity
- To enhance comprehension through knowledge-building selections
- To develop discernment by evaluating literature from a biblical worldview



## PROGRAM APPROACH

The BJU Press elementary reading program challenges students to engage with what they read. Literature—whether it is fiction, nonfiction, drama, or poetry—enables people to consider, make sense of, celebrate, lament, and even change the world. We want students to enjoy reading all types of literature so that they will become lifelong readers. We also want them to analyze, interpret, and evaluate everything they read from a biblical worldview. More than any other people, Christians should value reading because God reveals Himself to His people through a book. In addition to helping us know God, reading skills also prepare us to be better servants of Christ. The apostle Paul lays out for us the standard by which Christians should measure what they read: things that are true, honorable, right, pure, lovely, and commendable (Phil. 4:8). In other words, we should read that which conveys truth, goodness, and beauty.





## ***Fostering the Joy of Reading***

Students who are properly equipped to read are more likely to enjoy reading so much that they will pursue it on their own. However, in order to get there, students must have a reason to start reading. Our hope is that a lifelong love for reading begins in each student using our elementary reading materials. The teacher materials, basal readers, and novel studies have been designed to motivate and engage the students with a wide variety of literature. Teacher editions provide suggestions for exciting introductions and interactive lessons that help capture students' attention before they start reading. The basal readers use a colorful design with a balance between open space and text. Each selection is age-appropriate and leveled according to student ability, and the selections offer variety between author styles and genres. Students should have every opportunity to actively participate in each lesson.

## ***Differentiating Instruction***

The BJU Press reading teacher editions encourage using reading groups so that teachers can tailor instruction to student needs. Teachers can move at a slower or faster pace according to the needs of each group. The teacher editions offer additional opportunities for scaffolded learning, as well as questions that can be selected or adapted to meet the abilities of the group.

## ***Integrating a Systematic Phonics Approach to Decoding***

Because the study of phonics is an important tool for teaching reading, the BJU Press elementary reading program begins phonemic awareness and instruction in K3–K5 and progresses to systematic phonics instruction starting in grade 1. Students are introduced to the forty-four sounds of the English language by using phonemic awareness activities that emphasize identifying the beginning, middle, and ending sounds of words. The program also highlights reliable syllable patterns in one-syllable words that students can later apply to more complex words. Students will be able to practice and learn letter-sound association and syllable patterns by using phonograms, or word families—a set of words that share the same vowel pattern as well as the same consonant pattern after the vowel pattern.

## ***Teaching Vocabulary in Context***

The elementary reading program provides strategies for learning new vocabulary words from the surrounding contexts. Students will learn to determine the meaning of unfamiliar words so that they can become more proficient readers. As they find new words and learn their meanings, students will be able to use them in discussion and apply comprehension in worktext activities.

## ***Promoting Fluency***

To develop reading fluency, students need regular opportunities to apply the strategies they have learned during silent and oral reading. The basal readers and additional novel studies included in the reading program offer abundant opportunities for silent reading practice, while the teacher edition offers suggestions for oral reading practice. Silent reading is a vital life skill that is strongly emphasized throughout



the BJU Press reading program. However, it's a difficult skill to assess. The teacher edition will include direction on measuring a student's silent reading skills, including observing the student's ability to use context clues to determine unknown words, to apply metacognitive skills to the reading, and to demonstrate comprehension. Oral reading, on the other hand, is a demonstrative skill that gives students an opportunity to communicate what they have learned. Again, the teacher edition will include guidelines for assessing oral reading. Students excel at oral reading when their reading sounds like normal speech and when it demonstrates phrasing, pacing, and rhythm that match the meaning of the text. While both oral and silent reading have their functions in a reading lesson, the teacher editions emphasize having each student read silently at his or her own pace before reading it aloud or discussing it.

## ***Enhancing Comprehension***

The BJU Press elementary reading program teaches students key strategies for developing reading comprehension. Along with continued phonics instruction to reinforce early reading skills, students will learn reading strategies for comprehension. The teacher and student editions give suggestions for a reading-process approach (before reading, during reading, and after reading) for introducing a text and maintaining focus for comprehension. Close reading strategies will help students get more from a story in a single reading. Questions in the student text will encourage students to find cause-and-effect relationships within the text, while self-monitoring questions will help them stay focused on key details during reading. Students will also be able to study literary terms that help them to understand not only what is happening in a story, but also why it's happening. The teacher edition offers suggestions for using graphic organizers for understanding the text and organizing information, including Venn diagrams and KWL charts. These items can also be found on Teacher Tools Online. Discussion questions in the teacher edition develop higher-order thinking skills. Additionally, the reading skills and strategies developed throughout the program naturally translate to Bible study.

## ***Developing Discernment by Evaluation from a Biblical Worldview***

Ultimately, students must learn discernment as they decide the value of the literature they read and what literature they will read on their own. Lessons integrate biblical principles that help students evaluate what they read through the lens of the Bible. Selections in the student edition will point students to specific statements in Scripture that help them respond to the texts they read. Retellings of Bible accounts and selections taken directly from the Bible teach students to read Scripture using the reading strategies they have developed throughout the course.

## ***Reading: The Key to Language Arts***

At BJU Press, we want to challenge students both spiritually and academically. We want them to grow as they are learning to think biblically, applying critical-thinking skills, and enjoying what they learn. The key to success across all the subject areas and even throughout life is reading ability. An integrated, well-balanced language arts program is crucial to helping students achieve this success. It provides practice with skills necessary for all other content areas. BJU Press phonics, reading, spelling, handwriting, and English materials offer a consistent and progressive approach to all components of language arts—including writing. A reading program that does not incorporate writing skills is not reaching its full potential. The BJU Press reading program includes a heavy emphasis on developing writing skills for communicating effectively in a God-honoring way. Students will have opportunities to apply grammar, spelling, and handwriting skills as well as practice responding to literature through writing.





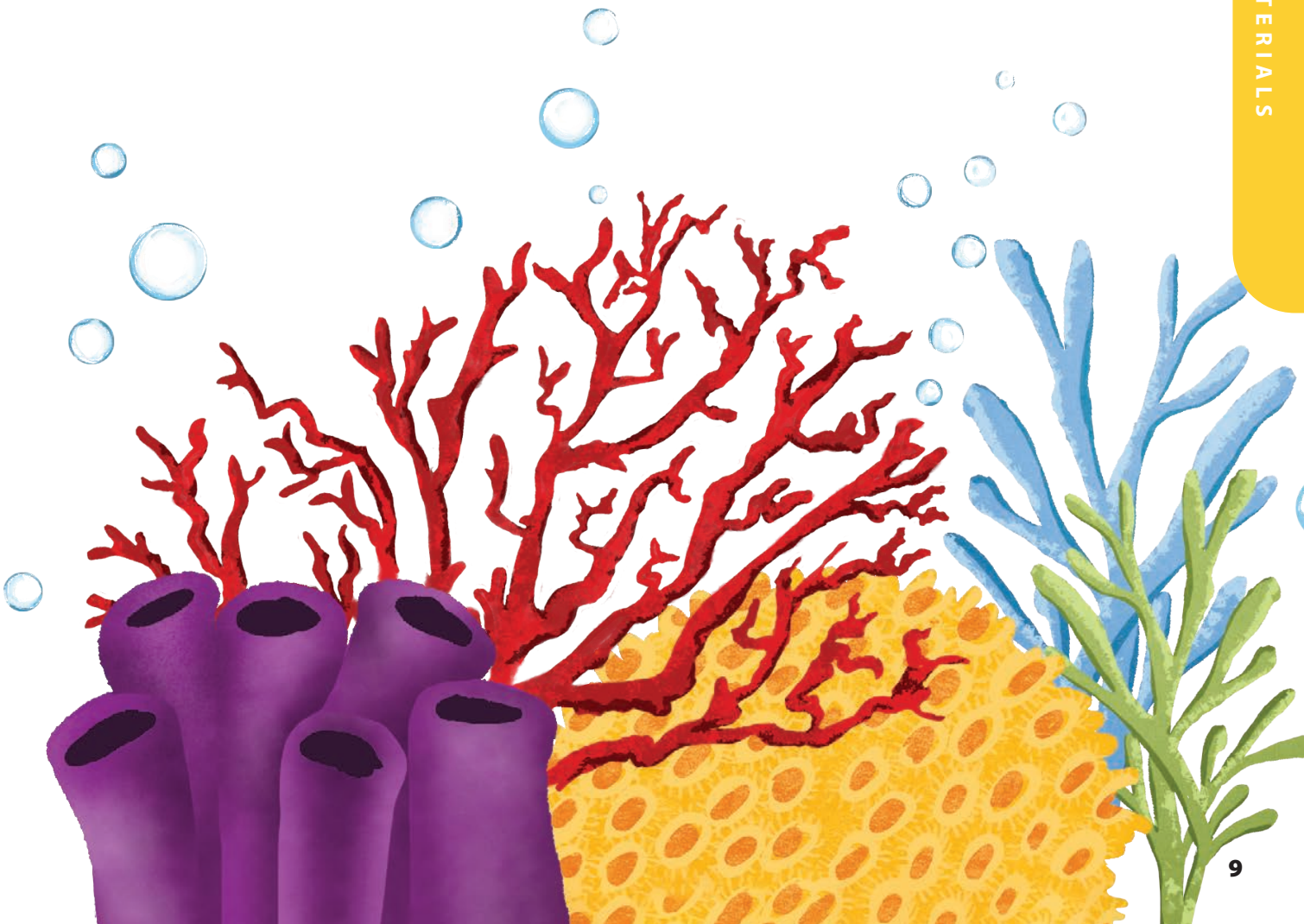


## Assessments

Assessments packets provide tools to determine whether students can demonstrate proficiency in three components in the reading process: comprehension from silent reading, oral fluency from read-alouds, and written comprehension. The packet includes rubrics for determining a grade for these components as well as reading comprehension tests for grades 2–5 (grade 1 comprehension assessments are located in the back of the teacher edition). Each packet includes teacher instructions, answer keys, rubrics, and reproducible tests.

## Novel Studies

If using novel studies, purchase individual copies for each student in the group or class. Teaching guides for integrated novel studies are included either as BJ Booklink guides in grades 2–3 or in a volume of the teacher edition in grades 1, 4–5.



# THE FEATURES PAGE EXAMPLES

## CORRIE TEN BOOM: FRIEND OF THE JEWS

### LESSON 33 "Corrie ten Boom": Part 1

#### Objectives

- Identify informational text features (section titles, captions, sidebars)
- Analyze the purposes of informational text features in the article
- Evaluate the actions of the Ten Boom family based

Use the information to aid in the teaching of the lesson and to enliven discussions.

- Comprehension 25: informational text features: *Where Did You Find Them?*; one copy per student to be used in Lessons 33–34

#### Materials

- Masking tape to mark the dimensions of the "hiding place" on the floor: approximately 8' x 30"

Lesson	Student Text	Worktext
33	120–26	59–60
34	127–31	61–62
35	123–25	63–64

#### Article Synopsis

Corrie ten Boom and her family lived in Haarlem, a city in the Netherlands. The Ten Boom family were Christians, and during World War II they hid Jewish people in their home's "hiding place." Corrie and her family risked their lives to protect God's chosen people, who were being persecuted by the Nazis.

Recognize the direction of the selection.

#### Background

World War II began on September 1, 1939, when the Nazi dictator of Germany, Adolf Hitler, ordered his troops to invade Poland. Eight months later, in May 1940, Hitler's forces invaded the Netherlands. The Dutch underground, or resistance movement, formed in response to Germany's invasion as well as the persecution of Dutch Jews by the Gestapo, or Nazi secret police. Beginning in September 1944, the First Canadian Army began liberating the western and northern regions of the Netherlands. The liberation of eastern Netherlands did not occur until after Germany surrendered on May 7, 1945. More than 200,000 Dutch died as a result of the war. Over 100,000 of those deaths were Jewish victims of the Holocaust.

#### Before Reading

#### Vocabulary

- Display Vocabulary 33 and read the paragraph aloud. Choose students to read aloud the sentences that contain vocabulary words. Encourage the students to infer each word's meaning from the way it is used in the sentence. Discuss the meanings of the words.

concentration camp	persecute
dictator	sibling
invade	underground

Introduce the new vocabulary words.

The dictator ordered his army to invade the Netherlands. He wasted no time to invade the country. He began to persecute the citizens by taking away food. Many people were arrested and sent to a concentration camp with cruel guards just because the dictator did not like them. Some people resisted the evil dictator and his army. These people joined the underground to secretly help the citizens. To defeat the enemy, a member of the underground might leave a sibling at home to care for their parents, while he would be gone for many days. Having the victory was worth the sacrifice of the family being apart.

#### Genre

- What genre is "Corrie ten Boom: Friend of the Jews"? **informational text**
- Choose a student to read aloud the meaning of *informational text* from the Genre box.
- Is *informational text* fiction or nonfiction? **nonfiction**
- What does the word *nonfiction* tell you about the article? **It is true; it is factual.**
- About whom does this article tell you?
- What does each section of the article tell you about the **main idea**?

Discuss the genre of the selection and its unique features.

After guiding the silent and oral reading of the entire Student Edition selection, use the questions to review the selection.

## After Reading

### Reading Review

1. How do Christian and Faithful respond to persecution and false accusations at Vanity Fair? They do not return evil for evil. They respond in kindness to their persecutors.
2. What happens as a result of Faithful's death? Another man, Hopeful, decides to join Christian on his journey to the Celestial City.
3. Where do Christian and Hopeful end up as a result of Christian's decision to walk in By-path Meadow? They are captured by Giant Despair and imprisoned in his dungeon in Doubting Castle.
4. How does the relationship change between Christian and Hopeful? At first, Christian is the leader because he is older and more experienced. But Hopeful becomes the encourager and leader when Christian begins to doubt.
5. What makes this story an allegory? The characters, settings, and events represent a deeper meaning. What parts of the allegory represent biblical truth? Possible answers: Christian, Faithful, and Hopeful represent believers journeying through life; the King's highway represents the way God leads believers through life; Vanity Fair represents the emptiness and temptations of this world; By-path Meadow represents a way of life other than God's will; Giant Despair and Doubting Castle represent feelings of hopelessness and doubts that believers sometimes have; the key called Promise represents the promises God gives in His Word; the Celestial City represents the final destination of a believer, living with Christ forever.

### Vocabulary Review

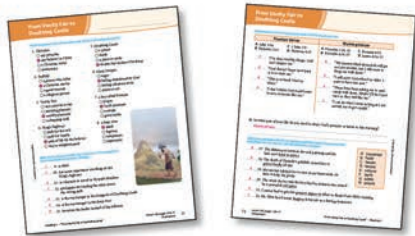
- Review the vocabulary words. Choose students to use the words in sentences.

celestial	notions	scourged	uproar
counseled	perils	stile	utmost
fiend	renegade	subtler	vanity
heretic	ridiculing	testimony	verdict
lament			

Review all new vocabulary words from the selection.

### Activities pages 71–72

- Guide completion of the Activities pages to identify and apply God's warnings and promises.



Use Activities pages to reinforce, develop, and assess skills taught in the lessons.

AFTER READING

1. How do Christian and Faithful respond to persecution and false accusations at Vanity Fair?
2. What happens as a result of Faithful's death?
3. Where do Christian and Hopeful end up as a result of Christian's decision to walk in By-path Meadow?
4. How does the relationship change between Christian and Hopeful?
5. What makes this story an allegory? What parts of the allegory represent biblical truth?

**Vocabulary**

celestial	notions	scourged	uproar
counseled	perils	stile	utmost
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**THE PILGRIM'S PROGRESS**  
map illustrated by Jim Hargis

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"From Vanity Fair to Doubting Castle"

## Before Reading

Opening question challenges the students to think deeper about the chapter content.



**Big Question:** How can I be brave when others laugh?



## Characters and Setting

Remember that a character is a person or animal in a story.

The setting is where and when a story happens.

Who are the characters in this story? Where and when does this story happen?

## Vocabulary Words

1

boy  
first  
hearing aids  
played  
talk

New vocabulary words are introduced at the beginning of each selection.

Highlights of key story elements help students understand foundational reading concepts.

## A New Friend

realistic fiction by Jennifer Olachea  
illustrated by Kenneth Anderson

### 1 Tim and Lucas

Tim and Lucas played together at playtime. They liked sliding, swinging, and running. Tim liked to tell jokes. Lucas liked to play games.

Sometimes they played with other children. Sometimes it was just Tim and Lucas.



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Review questions after each selection help students remember what they read.

## After Reading

1. Why does Barkley leave the circus?
2. Who takes Barkley back to the circus?
3. What is Barkley's new job at the circus?

### Think & Discuss

Who shows love to Barkley?  
How do they show love?

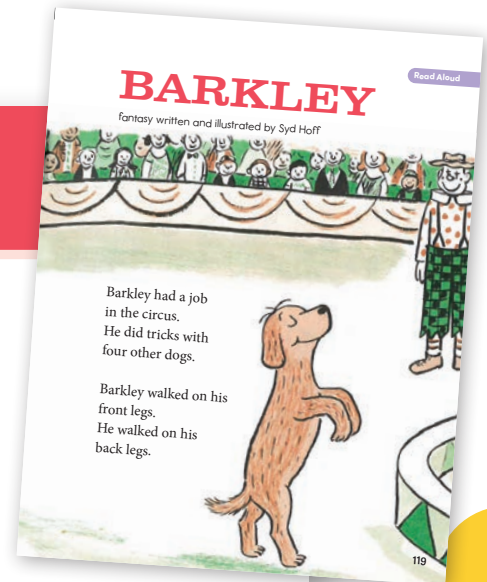


### Meet the Author and Illustrator

Syd Hoff was born in 1912. As a boy, he loved drawing and would copy comic strips from the newspaper. He worked for a newspaper when he was 16. His most famous comic strip, *The Dinosaur*, is about his older brother, Danny, and a make-believe dinosaur. He wrote and illustrated more than sixty I Can Read books, including *Barkley* and *Sammy the Seal*.

Some selections feature a short bio of the author and the illustrator.

Think & Discuss gives students an opportunity to reflect on each selection and apply principles to their own lives.









Elementary Reading materials are available for grades 1–5. For a list of all grades, contact your Precept Sales Representative at [preceptmarketing.com/rep](https://preceptmarketing.com/rep) or visit [bjupress.com](https://bjupress.com).

