



STRUCTURED LITERACY · DYSLEXIA INTERVENTION

Student Materials Pack

Printables for the three lessons in the Structured Literacy Lesson Set: desk tools, maps and mats, fluency cards, station cards, comprehension passages, and exit tickets.

Alphabet strips	2
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Alphabet Strips

Print on cardstock · cut on the dashed lines
Tape one strip to each desk

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Vowels are orange: a, e, i, o, u

Touch it · Say it · Check it

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Vowels are orange: a, e, i, o, u

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Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Vowels are orange: a, e, i, o, u

Touch it · Say it · Check it

Vowel key · short sound ~ and long sound ~

ă ā	ě ē	ĩ ī	ő ō	ů ū
-----	-----	-----	-----	-----

Closed syllable: short vowel, breve ~

Open syllable: long vowel, macron ~

Sound Counters

Print on cardstock and cut out
or use chips, coins, or blocks

Push one counter for each sound (Lesson 1) or each syllable (Lessons 2–3). Students touch the counter as they say the sound, then write the letters for it in the box below on their map. Purple and orange let students show vowels (orange) and consonants (purple).

Sound Map

Name

Date

1. Say the word. 2. Push one counter per sound and touch a dot. 3. Write one letter or letter team per box. 4. Code the vowel: ~ short, ^ long. 5. Read it back.

#	SOUNDS	LETTERS · ONE SOUND PER BOX					CHECK
1	○ ○ ○ ○ ○						read ✓
2	○ ○ ○ ○ ○						read ✓
3	○ ○ ○ ○ ○						read ✓
4	○ ○ ○ ○ ○						read ✓
5	○ ○ ○ ○ ○						read ✓
6	○ ○ ○ ○ ○						read ✓
7	○ ○ ○ ○ ○						read ✓
8	○ ○ ○ ○ ○						read ✓

Split It Mat

Lesson 2 · two-syllable words

Name _____

Date _____

Split It routine

1. Spot the vowels. Write v under each one.
2. Count the consonants between the vowels. Write c under each one.
3. Choose the split: VC/CV, or try V/CV first.
4. Code each syllable: breve for closed, macron for open.
5. Read it with the accent on the first syllable.
6. Check it: is it a real word that makes sense? If not, slide the line and try again.

Two consonants: split between them.

One consonant: try V/CV first. Not a word? Slide to VC/V.

WORD	MARK IT	SYLLABLE 1	SYLLABLE 2	PATTERN	READ
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓
word	v c c v	syllable 1	syllable 2	VC/CV V/CV VC/V	✓

Morpheme Map

Name

Date

Box it, underline it, mean it, build it, check it. Roots: **struct** = build · **port** = carry · **ject** = throw · **rupt** = break

WORD	PREFIX	ROOT	SUFFIX	WHAT IT MEANS
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition
word	prefix	root	suffix	working definition

The Six Syllable Types

Reference card · keep in student folder

SYLLABLE TYPE 1

Closed

One vowel, closed in by a consonant. The vowel is short.

căt

Code it: breve over the vowel

SYLLABLE TYPE 2

Open

Ends with one vowel. The vowel says its name.

mē

Code it: macron over the vowel

SYLLABLE TYPE 3

Vowel-Consonant-e

Vowel, consonant, silent e. The e makes the vowel say its name.

cāke

Code it: macron, cross out the e

SYLLABLE TYPE 4

Vowel Team

Two vowels work together to make one sound.

rain

Code it: arc under the team

SYLLABLE TYPE 5

Vowel-R

An r after the vowel changes its sound.

car

Code it: arc under vowel + r

SYLLABLE TYPE 6

Consonant-le

A consonant + le at the end of a word.

ta[ble

Code it: bracket, cross out the e

Syllables say it. Morphemes mean it. Use this card on the Split It Mat and in 6 Syllable Wonderland.

Fluency Word Cards • Set A • Closed and Open Syllables

Lesson 1 • cut apart • use for drills
and games

me	go	hi	she
SET A	SET A	SET A	SET A
no	we	sit	map
SET A	SET A	SET A	SET A
hen	cub	mask	flop
SET A	SET A	SET A	SET A
napkin	basket	hippo	robot
SET A	SET A	SET A	SET A
music	pilot	tulip	hotel
SET A	SET A	SET A	SET A

1-Minute Fluency Drill • Set A

Lesson 1 • partner reads for 1 minute

Name _____

Date _____

Partner: start the timer and follow along. Put a light slash through any missed word. At 1 minute, mark the last word read. Words correct = last number in that row, minus misses.

me	go	hi	she	no	5
we	sit	map	hen	cub	10
mask	flop	napkin	basket	hippo	15
robot	music	pilot	tulip	hotel	20
me	go	hi	she	no	25
we	sit	map	hen	cub	30
mask	flop	napkin	basket	hippo	35
robot	music	pilot	tulip	hotel	40

Sentences • read them the way you would say them

We go to the hotel.

She has a red robot.

The hippo sits in the mud.

Words read _____

Missed _____

Words correct per minute _____

Fluency Word Cards • Set B • Split It

Lesson 2 • cut apart • use for drills and games

napkin SET B	basket SET B	magnet SET B	rabbit SET B
tennis SET B	problem SET B	insect SET B	contest SET B
robot SET B	pilot SET B	student SET B	music SET B
silent SET B	bonus SET B	focus SET B	open SET B
planet SET B	cabin SET B	lemon SET B	seven SET B
visit SET B	travel SET B	rocket SET B	comet SET B

1-Minute Fluency Drill • Set B

Lesson 2 • partner reads for 1 minute

Name

Date

Partner: start the timer and follow along. Put a light slash through any missed word. At 1 minute, mark the last word read. Words correct = last number in that row, minus misses.

napkin	basket	magnet	rabbit	tennis	5
problem	insect	contest	robot	pilot	10
student	music	silent	bonus	focus	15
open	planet	cabin	lemon	seven	20
visit	travel	rocket	comet	napkin	25
basket	magnet	rabbit	tennis	problem	30
insect	contest	robot	pilot	student	35
music	silent	bonus	focus	open	40

Sentences • read them the way you would say them

The student had a basket of lemons.

Seven insects sat on the cabin.

The pilot can see a comet.

Words read

Missed

Words correct per minute

Fluency Word Cards • Set C • Latin Roots

Lesson 3 • cut apart • use for drills and games

<div>construct</div> <div>SET C</div>	<div>structure</div> <div>SET C</div>	<div>instruct</div> <div>SET C</div>	<div>destruction</div> <div>SET C</div>
<div>infrastructure</div> <div>SET C</div>	<div>transport</div> <div>SET C</div>	<div>export</div> <div>SET C</div>	<div>import</div> <div>SET C</div>
<div>portable</div> <div>SET C</div>	<div>report</div> <div>SET C</div>	<div>eject</div> <div>SET C</div>	<div>project</div> <div>SET C</div>
<div>reject</div> <div>SET C</div>	<div>inject</div> <div>SET C</div>	<div>trajectory</div> <div>SET C</div>	<div>erupt</div> <div>SET C</div>
<div>rupture</div> <div>SET C</div>	<div>disrupt</div> <div>SET C</div>	<div>interrupt</div> <div>SET C</div>	<div>eruption</div> <div>SET C</div>

1-Minute Fluency Drill • Set C

Lesson 3 • partner reads for 1 minute

Name _____

Date _____

Partner: start the timer and follow along. Put a light slash through any missed word. At 1 minute, mark the last word read. Words correct = last number in that row, minus misses.

construct	structure	instruct	destruction	4
infrastructure	transport	export	import	8
portable	report	eject	project	12
reject	inject	trajectory	erupt	16
rupture	disrupt	interrupt	eruption	20
construct	structure	instruct	destruction	24
infrastructure	transport	export	import	28
portable	report	eject	project	32

Phrases • read them the way you would say them

transported across the ocean

the volcano began to erupt

a project to rebuild the bridge

roads and power lines were disrupted

Words read _____

Missed _____

Words correct per minute _____

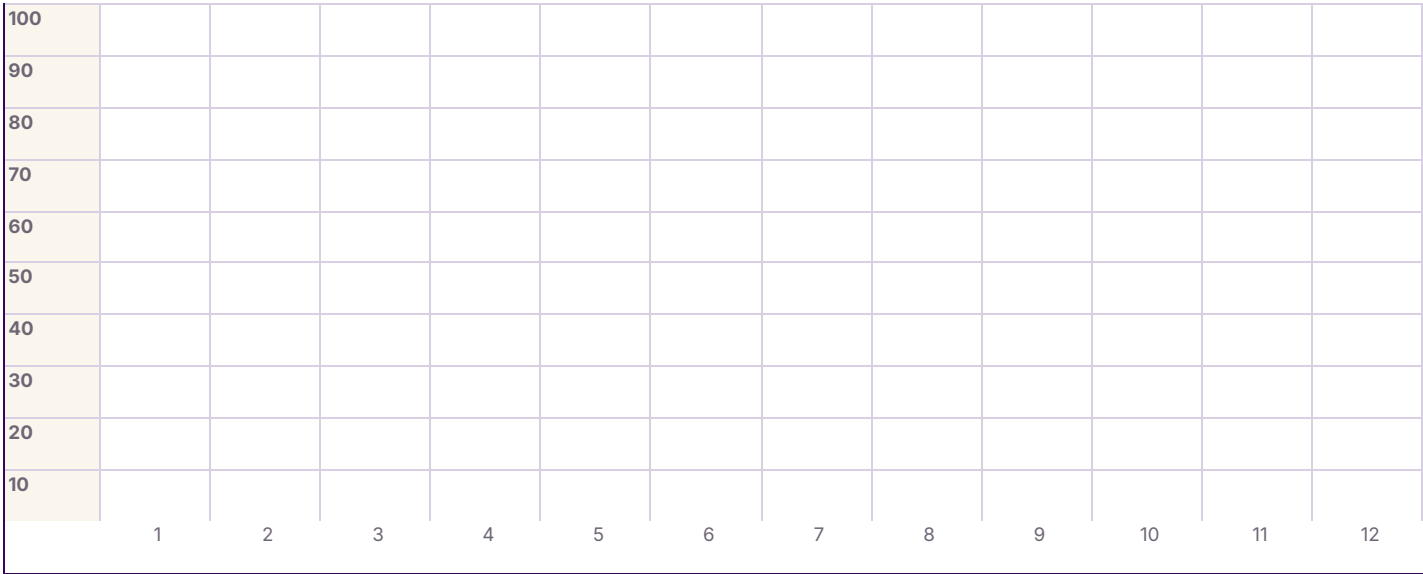
My Fluency Tracker

Color one bar after each timed read

Name

Date

Write the date and set under each bar. Color up to your words correct per minute. Watch your own line grow: you are racing yourself, not anyone else.



My goal

Date I met it

EVERY LESSON

Clap It

Say the word. Clap once for each syllable. Hold up your fingers to show the count. Then say the word again, slowly, one syllable at a time.



LESSON 1

Stand Up, Sit Down

Listen to the word. Stand up if it ends with an open syllable. Sit down if it ends with a closed syllable. Say the vowel sound.



LESSONS 2-3

Finger Count

Close your eyes if you are comfortable. Name all six syllable types, one per finger. Open your eyes and check the reference card.



LESSON 3

Word Hunt

Open a textbook or notes from another class. Find one long word. Clap it, split it, and look for a root or prefix you know.



LESSON 1

Open Door, Closed Door Sort

Read each card. Put it under Open Door if the syllable ends with a vowel. Put it under Closed Door if a consonant closes it in. Code each vowel.



LESSON 2

Split It Sort

Read each card. Mark the vowels and consonants. Sort the card into VC/CV, V/CV, or VC/V. Read each word to your partner.



LESSON 3

Word Build

Build a real word from a prefix, a root, and a suffix card. Write it on your morpheme map with a working definition. How many can you build?



EVERY LESSON

Comprehension Station

Read the passage with your partner. Take turns reading each section. Answer the questions, and write the section where you found each answer.



Open Door, Closed Door Sort

Lesson 1 • cut headers and cards

Open Door

Closed Door

me	go	hi	she
L1	L1	L1	L1
no	we	so	he
L1	L1	L1	L1
met	got	hit	shed
L1	L1	L1	L1
not	wet	sob	hen
L1	L1	L1	L1

Split It Sort

Lesson 2 · cut headers and cards

VC/CV

V/CV

VC/V

napkin

magnet

insect

tennis

L2

L2

L2

L2

robot

pilot

music

student

L2

L2

L2

L2

cabin

lemon

seven

planet

L2

L2

L2

L2

Word Build Cards

Lesson 3 · purple = prefix · orange = root · white = suffix

con- together, with	de- down, away	dis- apart	e- / ex- out
in- / im- in, into	inter- between	pro- forward	re- back, again
trans- across	struct build	port carry	ject throw
rupt break	struct build	port carry	ject throw
rupt break	-ion the act or result of	-ive tending to	-able can be done
-er / -or one who, a thing that	-ure the act or result of		

Meet the Hippo

Words to Know

hippo: a large animal that lives near rivers and ponds in Africa

calf: a baby hippo

land: the dry ground, not the water

Where Hippos Live

A hippo is a big animal. It lives in Africa. A hippo can sit in a pond or a river all day. The mud and the water help it stay cool in the hot sun.

What Hippos Do

Hippos rest in the water when the sun is hot. At night, they go up on land to eat grass. A hippo can eat a lot of grass in one night! Hippos can not swim like fish. They walk on the bottom of the pond and pop up to get air.

Baby Hippos

A baby hippo is called a calf. A mom hippo and her calf stay close. The calf can drink milk under the water. Hippos look slow, but on land they can run fast!

Did You Know? The word hippo comes from a Greek word that means river horse.

Look for closed and open syllable words like hip-po, sit, mud, go, and she.

☐ Read 1: with a partner

☐ Read 2: on my own

☐ Code 3 target words

Meet the Hippo • Questions

Lesson 1 • Comprehension Station
Write the section where you found each answer.

Name _____

Date _____

1 • DETAIL

Where do hippos go at night? What do they do there?

2 • TEXT FEATURE

Which section tells you about baby hippos? Write the heading.

3 • INFERENCE

Why do you think hippos stay in the water when the sun is hot? Use a clue from the text.

4 • VOCABULARY

"A baby hippo is called a calf." What is a calf?

5 • WORD WORK

Find 2 closed-syllable words and 2 open-syllable words in the text. Code each one.

Mae Jemison

Words to Know

engineering: using science and math to design and build things

mission: a trip with a special job to do

Peace Corps: a U.S. program that sends volunteers to help in other countries

astronaut: a person trained to travel in space

Early Life

Mae Jemison was born on October 17, 1956, in Decatur, Alabama. When she was three, her family moved to Chicago, Illinois, the city she calls her hometown. As a kid, Mae loved science, dance, and looking up at the stars. She finished high school in 1973 and went to Stanford University in California when she was just 16 years old.

Into Space

In 1987, NASA picked Jemison to train as an astronaut. On September 12, 1992, she flew into space on the space shuttle Endeavour. She was the first African American woman to travel into space. The mission lasted eight days, and she worked on science experiments, including one that studied bone cells.

Big Steps

At Stanford, Jemison earned a degree in chemical engineering in 1977. She also completed the requirements for a degree in African and Afro-American Studies. Next, she went to medical school at Cornell University and became a doctor in 1981. From 1983 to 1985, she served in the Peace Corps as a medical officer in Sierra Leone and Liberia, two countries in West Africa. She cared for volunteers and helped with medical research.

After NASA

Jemison left NASA in 1993. Since then, she has started projects that connect science, technology, and people, and she speaks to students about following their curiosity.

Did You Know? During the eight-day mission, Endeavour circled Earth 127 times.

Look for two-syllable words to split: doc-tor, stu-dents, trav-el, sev-en.

☐ Read 1: with a partner

☐ Read 2: on my own

☐ Code 3 target words

Facts from NASA's astronaut biography of Mae C. Jemison.

Mae Jemison • Questions

Lesson 2 • Comprehension Station
Write the section where you found each answer.

Name _____

Date _____

1 • DETAIL

In what two countries did Jemison serve with the Peace Corps?

2 • TEXT FEATURE

In which section can a reader find out where Jemison went to college?

3 • INFERENCE

Jemison studied engineering, medicine, and African and Afro-American Studies. What can you infer about her interests? Use evidence from the text.

4 • VOCABULARY

"She served in the Peace Corps as a medical officer." What does served mean in this sentence?

5 • WORD WORK

Find 3 two-syllable words in the text. Split and code each one.

When Earth Erupts

Words to Know

magma: melted rock under Earth's surface

jet stream: a fast band of wind high in the sky

atmosphere: the layer of air around Earth

evacuation: moving people out of a dangerous place

Inside the Structure

A volcano is an opening in Earth's crust. Deep below it, melted rock called magma collects in a chamber. Gas builds up inside the magma, the way pressure builds inside a shaken bottle of soda. When the pressure becomes too great for the rock above it, the surface ruptures and the volcano erupts.

Ash That Stopped the Sky

In April 2010, a volcano in Iceland called Eyjafjallajökull erupted under a glacier. It ejected fine ash more than 8 kilometers into the atmosphere, and the jet stream transported the ash cloud toward Europe. Because ash can damage jet engines, airports shut down. Between April 14 and 21, about 100,000 flights were canceled and some 7 million travelers were stranded. Guinness World Records lists it as the biggest climatic disruption to air travel.

The Eruption

During an eruption, a volcano can eject lava, gas, and pieces of rock. Some of these rock fragments are projected through the air like stones from a slingshot. Fine ash can be thrown kilometers into the sky, where wind can carry it far from the volcano.

Rebuilding

Eruptions can destroy roads, bridges, and power lines: the infrastructure a community depends on. Engineers study each eruption so they can construct stronger structures and plan safer routes. Communities near volcanoes practice evacuation plans, so when the next eruption interrupts daily life, people know where to go.

Word Parts Erupt, rupture, disrupt, and interrupt all share the Latin root rupt, which means break.

Highlight every word with struct, port, ject, or rupt.

☐ Read 1: with a partner

☐ Read 2: on my own

☐ Code 3 target words

2010 figures from Guinness World Records, Biggest climatic disruption to air travel.

When Earth Erupts • Questions

Lesson 3 • Comprehension Station
Write the section where you found each answer.

Name _____

Date _____

1 • DETAIL

What caused airports across Europe to close in April 2010?

2 • TEXT STRUCTURE

How does the author explain why a volcano erupts in Inside the Structure? Name the structure and the comparison the author uses.

3 • INFERENCE

Why do you think engineers study each eruption? Use evidence from the text.

4 • VOCABULARY

"The jet stream transported the ash cloud toward Europe." Use word parts to define transported.

5 • WORD WORK

Find 4 words with struct, port, ject, or rupt. Box the affixes, underline the root, and write a working definition.

EXIT TICKET 1 · OPEN DOOR, CLOSED DOOR

Got It · Almost · Reteach

Name _____

Date _____

bonus

code it · split it · read it

mask

code it · split it · read it

she

code it · split it · read it

EXIT TICKET 2 · SPLIT IT

Got It · Almost · Reteach

Name _____

Date _____

sunset

code it · split it · read it

tulip

code it · split it · read it

habit

code it · split it · read it

EXIT TICKET 3 · WORD PARTS, BIG MEANING

Got It · Almost · Reteach

Name _____

Date _____

injection

box · underline · define

transportation

box · underline · define

Use one word in a sentence.

Answer Key

Teacher use

Meet the Hippo 1	They go up on land to eat grass.
Meet the Hippo 2	Baby Hippos
Meet the Hippo 3	To stay cool; the text says the mud and water help it stay cool in the hot sun.
Meet the Hippo 4	A baby hippo.
Meet the Hippo 5	Closed: sit, mud, hot, pop, big. Open: go, she, no; hip·po has both.
Mae Jemison 1	Sierra Leone and Liberia.
Mae Jemison 2	Early Life (Stanford) and Big Steps (Stanford and Cornell).
Mae Jemison 3	She was curious about many subjects, including science, health, and her heritage; evidence: her degrees and her Peace Corps work in West Africa.
Mae Jemison 4	Worked to help others; did a job for a group or country.
Mae Jemison 5	doc tor (VC/CV), stu dents (V/CV), trav el (VC/V), sev en (VC/V).
When Earth Erupts 1	Ash from Eyjafjallajökull; the jet stream carried it toward Europe, and ash can damage jet engines.
When Earth Erupts 2	Cause and effect: gas builds pressure until the rock ruptures; compared to a shaken soda bottle.
When Earth Erupts 3	To learn how to build stronger structures and safer routes so communities lose less; evidence from Rebuilding.
When Earth Erupts 4	trans = across, port = carry, -ed = past: carried across.
When Earth Erupts 5	Examples: structure, ruptures, erupts, eject, projected, transported, disruption, infrastructure, construct, interrupts.
Split It Sort	VC/CV: napkin, magnet, insect, tennis · V/CV: robot, pilot, music, student · VC/V: cabin, lemon, seven, planet
Exit tickets	1: bō nūs, mäs̄k, shē · 2: sūn sēt (VC/CV), tū līp (V/CV), hăb īt (VC/V) · 3: in + ject + ion = the act of throwing (forcing) in; trans + port + ation = the act of carrying across
Word Build	construct, construction, constructive, destruction, destructive, instruct, instruction, instructor, structure, export, exporter, import, importer, report, reporter, transport, portable, deport, eject, ejection, inject, injection, project, projection, projector, reject, rejection, interject, erupt, eruption, disrupt, disruption, disruptive, interrupt, interruption, rupture