



MY ROAD TO READING + EL EDUCATION K-2 SKILLS BLOCK

Curriculum Crosswalk by Cycles Kindergarten - Grade 2

How My Road to Reading Supports Your Instruction with EL Education Skills Block

My Road to Reading supplies students with reading volume: connected-text practice aligned to the skills that your foundational reading program teaches. Each of the ten My Road to Reading bins targets a phonics concept, so when your EL Education Skills Block instruction reaches a skill, there is a bin ready to put that skill into students' hands.

This crosswalk maps EL Education's K-2 Skills Block cycles to the My Road to Reading bin that best matches each one. Wherever a student or class is in the sequence, the crosswalk identifies the bin to use.



Three Ways to Use the Bins



Small-group application. After a lesson, students read books from the matching bin to apply the new concept in connected text while it is fresh.



Independent practice. Bins give students a source of books for choice reading, building volume and confidence with minimal teacher support.



Take-home and family reading. Each bin includes family-guides and web-based video support, so practice at home reinforces what was taught at school.

Reading the Crosswalk

Find the grade level and current cycle range in the left column. The My Road to Reading column names the bin that matches the skill focus of that stretch of instruction. This crosswalk is also useful for matching small group instruction to the right bin regardless of grade level. Earlier bins can remain in rotation throughout the year for fluency rereads, review, and intervention groups. Rereading familiar decodable books can build the automaticity that foundational skills instruction is working toward.

Cycles

Skill Focus

My Road to Reading

Notes for Use

Kindergarten

Cycles	Skill Focus	My Road to Reading	Notes for Use
Cycles A–F (Pre-K/K)	Concepts of print, prereading skills, syllable and phoneme awareness	Bin 1 Initial Sounds	Pre-reading: pair with letter-sound and phonological awareness read-alouds
Cycles 1–7	Letter identification, formation, and sounds	Bin 1 continues	Initial-sound practice continues
Cycles 8–14	Letter identification, formation, and sounds continue	Bin 1 → Bin 2 Short Vowels	Shift toward Bin 2 as the full alphabet and CVC blending consolidate
Cycles 15–21	Digraphs sh, ch, th, wh; CVC, CCVC, and CVCC words with welded sounds am/ an/all	Bin 2 continues Bin 4 Consonant Digraphs	Digraph words bring Bin 4 into rotation alongside ongoing Bin 2 short-vowel practice
Cycles 22–25	Welded sounds with ng and nk; FSZL (fizzle) letters f, s, z, l	Bins 1, 2, and 4 rotation	Fluency rereads and end-of-year review

Bin 1 Initial Sounds carries the first half while sound-letter correspondences are still being established. Bin 2 Short Vowels opens once the full alphabet is in place and CVC blending begins. Digraphs arrive before consonant blends in this sequence (Cycles 15–21 versus 22–25), so Bin 4 enters rotation ahead of Bin 3.

Grade 1

Cycles	Skill Focus	My Road to Reading	Notes for Use
Cycles 26–31	Initial and final consonant blends; y as the long i sound	Bin 3 Consonant Blends	Beginning-of-year application reading; Bins 1–2 available for additional review
Cycles 32–38	Introduction to open and vowel-consonant-e (VCe)	Bin 5 Silent E	Independent or partner practice; take-home reading as VCe patterns are introduced
Cycles 39–43	Closed-syllable exception sounds (oll, old, olt, ost, ind, ild); r-controlled vowels ar, or, er, ir, ur	Bin 7 R-Controlled Vowels	Application reading during the r-controlled vowel sequence. Earlier bins in rotation for fluency rereads
Cycles 44–50	Vowel teams ai/ay, oa/ow, ee/ea/y, igh/ie; diphthong oi/oy	Bin 6 Vowel Teams; Bin 8 Diphthongs for oi/oy	Application reading during the vowel team sequence. Earlier bins in rotation for fluency rereads

Consonant blends are completed and the full alphabetic code becomes available for connected text, so Bins 3, 5, and 7 carry the bulk of the year. R-controlled vowels are taught before vowel teams in this sequence), so Bin 7 opens before Bin 6. The oi/oy cycle at the end of Grade 1 (Cycle 48) is the curriculum's only Grade 1 diphthong content, giving Bin 8 an early, narrow opening that broadens in Grade 2.

Grade 2

Cycles	Skill Focus	My Road to Reading	Notes for Use
Cycles 51–54	Review of closed, open, VCe, and r-controlled syllable types	Bins 4–7 review	Warm-up reads, fluency rereads, before new concepts begin
Cycles 55–57	New long vowel and diphthong spellings: /OO/ as ew/ue/oo/ui; /ow/ as ou/ow	Bin 6 Vowel Teams Bin 8 Diphthongs	Application reading during the vowel team sequence. Earlier bins in rotation for fluency rereads
Cycles 58–60	-ed spelling variants; -tion/-sion suffix; microphase review	Bin 9 Syllables Bin 10 World Knowledge	Multisyllabic word work with Bin 9 and 10; fluency rotation across Bins 6–8
Cycles 61–64	Consonant-le syllable type; -able/-ible; -cal/-cle; soft g and j spellings	Bin 9–10 continues	Consonant-le is the sixth and final syllable type; Bin 9 opens to full mastery
Cycles 65–67	ch/tch and -ture spellings; /aw/ as au/aw; microphase review	Bin 8 rotation; Bin 9–10 continues	au/aw spellings extend Bin 8 ; multisyllabic review continues with Bin 9–10 .
Cycles 68–72)	Syllable types review; schwa with a, e, and o; plural ending -ies/-eys	Bin 10 Word Knowledge	Schwa and word-ending work with Bin 10
Cycles 73–75	-ous/-us ending; microphase review; end-of-program skills celebration	Bin 10 continues	Cycle Bins 9–10 independently as the most complex texts in rotation

Grade 2 completes the syllable-type system and shifts the year's focus to multisyllabic decoding, schwa, and word parts, so Bins 8, 9, and 10 carry the year. Once consonant-le is taught, all six syllable types are complete and the full ten-bin collection is available for independent rotation through the rest of the year.



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