

# PHONICS

## for Reading

Teacher Guide **First Level**



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# TABLE OF CONTENTS

	Page
<b>The Phonics for Reading Series</b> .....	4
<b>Phonics for Reading, First Level</b> .....	6
<b>Research Report</b> .....	16
<hr/>	
<b>Lesson 1</b> Introduction of words with /ă/ and /ĩ/ .....	24
<b>Lesson 2</b> Practice of words with /ă/ and /ĩ/ .....	28
<b>Lesson 3</b> Practice of words with /ă/ and /ĩ/ .....	32
<b>Lesson 4</b> Practice of words with /ă/ and /ĩ/ .....	36
<hr/>	
<b>Lesson 5</b> Introduction of words with /õ/	
Practice of words with /ă/ and /ĩ/ .....	40
<b>Lesson 6</b> Practice of words with /õ/, /ă/, and /ĩ/ .....	44
<b>Lesson 7</b> Practice of words with /õ/, /ă/, and /ĩ/ .....	48
<hr/>	
<b>Lesson 8</b> Introduction of words with /ũ/	
Practice of words with /õ/, /ă/, and /ĩ/ .....	52
<b>Lesson 9</b> Practice of words with /ũ/, /õ/, /ă/, and /ĩ/ .....	56
<b>Lesson 10</b> Practice of words with /ũ/, /õ/, /ă/, and /ĩ/ .....	60
<hr/>	
<b>Lesson 11</b> Introduction of words with /ě/	
Practice of words with /ũ/, /õ/, /ă/, and /ĩ/ .....	64
<b>Lesson 12</b> Practice of words with /ě/, /ũ/, /õ/, /ă/, and /ĩ/ .....	68
<b>Lesson 13</b> Practice of words with /ě/, /ũ/, /õ/, /ă/, and /ĩ/ .....	72
<hr/>	
<b>Lesson 14</b> Introduction of words ending with the double consonants <i>gg, ff, ll, ss, tt, and zz</i> .....	76
<b>Lesson 15</b> Practice of words ending with the double consonants <i>gg, ff, ll, ss, tt, and zz</i> .....	80
<b>Lesson 16</b> Practice of words ending with the double consonants <i>gg, ff, ll, ss, tt, and zz</i> .....	84

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

<b>Lesson 17</b>	Introduction of words ending with the consonant digraphs <i>ck, th, and sh</i> . . . . .	88
<b>Lesson 18</b>	Practice of words ending with the consonant digraphs <i>ck, th, and sh</i> . . . . .	92
<b>Lesson 19</b>	Practice of words ending with the consonant digraphs <i>ck, th, and sh</i> . . . . .	96
<b>Lesson 20</b>	Introduction of words ending with the consonant blends <i>st, mp, nd, nt, and sk</i> . . . . .	100
<b>Lesson 21</b>	Practice of words ending with the consonant blends <i>st, mp, nd, nt, and sk</i> . . . . .	104
<b>Lesson 22</b>	Practice of words ending with the consonant blends <i>st, mp, nd, nt, and sk</i> . . . . .	108
<b>Lesson 23</b>	Practice of words ending with the consonant blends <i>st, mp, nd, nt, and sk</i> . . . . .	112
<b>Lesson 24</b>	Introduction of words beginning with the consonant digraphs <i>ch, wh, th, and sh</i> . . . . .	116
<b>Lesson 25</b>	Practice of words beginning with the consonant digraphs <i>ch, wh, th, and sh</i> . . . . .	120
<b>Lesson 26</b>	Practice of words beginning with the consonant digraphs <i>ch, wh, th, and sh</i> . . . . .	124
<b>Lesson 27</b>	Introduction of words beginning with the consonant blends <i>cl, br, cr, dr, fl, fr, sl, sn, sp, and tw</i> . . . . .	128
<b>Lesson 28</b>	Introduction of words beginning with the consonant blends <i>st, pl, sk, and tr</i> . . . . .	132
<b>Lesson 29</b>	Introduction of words beginning with the consonant blends <i>gl</i> and <i>gr</i> . . . . .	136
<b>Lesson 30</b>	Practice of words beginning with the consonant blends <i>cl, br, cr, dr, fl, fr, sl, sn, sp, tw, st, pl, sk, tr, gl, and gr</i> . . . . .	140
<b>Answer Key</b>	. . . . .	144
<b>Word Lists</b>	. . . . .	159
<b>Individual Education Plan (IEP)</b>	. . . . .	165
<b>Letters of Progress</b>	. . . . .	168
<b>Placement Test</b>	. . . . .	171
<b>Scope and Sequence Chart</b>	. . . . .	180

# Phonics for Reading, First Level

## Skills Taught in *Phonics for Reading, First Level*

### Vowel Sounds

Lessons 1–13 introduce words with the short-vowel sounds *a, i, o, u,* and *e*.

### Consonant Sounds and Letter Combinations

Lessons 14–16 introduce words ending with the double consonants *gg, ff, ll, ss, tt,* and *zz*.

Lessons 17–19 introduce words ending with the consonant digraphs *ck, th,* and *sh*.

Lessons 20–23 introduce words ending with the consonant blends *st, mp, nd, nt,* and *sk*.

Lessons 24–26 introduce words beginning with the consonant digraphs *ch, wh, th,* and *sh*.

Lessons 27–30 introduce words beginning with the consonant blends *cl, br, cr, dr, fl, fr, sl, sn, sp, tw, st, pl, sk, tr, gl,* and *gr*.

For the complete Scope and Sequence, see the chart on page 180.

## Getting Started

*Phonics for Reading, First Level*, teaches students how to read one- and two-syllable words by using knowledge of letter-sound relationships. The program assumes that students beginning *Phonics for Reading, First Level*, can say the sounds for single consonants.

It is recommended that the skills be taught in the order in which they appear in the program.

### 1 Place Students in the Right Level

A Placement Test is provided at the back of this teacher guide. The test can be used to place students in the First Level, Second Level, or Third Level of the *Phonics for Reading* series.

The test consists of numerous subtests. The teacher may begin administration with the first subtest or use a higher subtest if appropriate. If the student receives at least 80 percent accuracy, the teacher will administer the next subtest. This procedure will continue until the student scores less than 80 percent accuracy on a subtest. That subtest will determine placement in the series. (For complete procedures for administering the Placement Test, see page 171.)

### 2 Group Students for Instruction

*Phonics for Reading, First Level*, is designed for small-group instruction of up to 10 students working at the same skill level.

Although group instruction is generally more efficient than tutorial instruction, this program may also be used on a one-to-one basis. Individual instruction can be provided by a paraprofessional, a tutor, or a volunteer, following training on program implementation.

### 3 Teach the Lessons Using Scripted Text

*Phonics for Reading, First Level*, includes 30 teacher-directed lessons.

Scripted text walks the teacher through what to do and say during each part of the scaffolded lessons. Each lesson follows the same procedures for introducing the skills students will learn.

1. A focus word (or words) is presented to students, and then the sound for a letter or letter combination within the word is introduced. Students practice the focus sound in isolation along with other previously learned sounds.
2. The letter or letter combination is incorporated into one- and two-syllable words. Students decode several words containing the new sound.
3. Words containing recently taught letter-sound associations appear in decodable text (sentences and stories). Students practice reading the words within meaningful contexts.
4. Students complete independent practice activities that require decoding of one- and two-syllable words with known sounds.

### 4 Monitor Students' Progress

There are several opportunities for monitoring students' progress during instruction.

1. Immediately following the completion of each independent practice activity, students may complete the **Work Check** activity as a group. In this activity, students self-correct their work. (For complete procedures, see page 11.)
2. The teacher may use the **Checking Up** activity as a formative-assessment measure. The teacher listens to students read a story or a story part from a reading passage in the student book and counts the number of word-reading errors. If 90 percent of the students make two errors or fewer, the group may move on to the next lesson. If this criterion is not met, the lesson should be repeated.
3. The **Placement Test** may also be used as a post test. When the student completes a level or a portion of a level, the appropriate subtest may be administered again to gauge the student's progress. The test may also be administered at the end of the school year to measure student growth.

## 1 Objectives

Goals for introducing or practicing specific sounds, consonants, digraphs, or blends are identified at the start of each lesson.

## 2 New Sound(s)

Focus sounds are presented in Lessons 1, 5, 8, 11, 14, 17, 20, 24, 27, 28, and 29.

### Procedure

Students repeat the key words and focus sounds after the teacher pronounces them.

## 3 Sound Drill

A letter-sound correspondence activity is included in every lesson. This activity is oral, teacher directed, and appears only in the teacher guide.

### Procedure

Students say the sounds from the words in the lesson with the teacher.

### Teaching Tip

Care should be taken not to distort the sounds, which would make subsequent decoding of words difficult.

Continuous sounds should be held for one second. These sounds are indicated as /sss/, /mmm/.

If the sound is a stop sound, such as /k/ or /ch/, the sound should be said quickly with no vowel sound added.

# Teacher Guide Lessons

A teacher-directed approach is recommended during instruction with *Phonics for Reading, First Level*. Because students must learn letter-sound relationships, decoding rules, and various strategies for pronouncing words, they benefit from systematic, teacher-directed lessons. The structure of each lesson is consistent throughout the program, so students are able to focus on the content rather than on the teaching procedures being used.

## LESSON 1

**1 OBJECTIVE**

- to introduce words with the sounds of /ā/ and /i/

**2 New Sounds**

(Have students open their books to Lesson 1, page 4.)

- Look at the top of page 4 in your book.
- Touch the first word.
- This word is **ran**. Say the word. *ran*
- The underlined sound is /aaa/. Say the sound. /aaa/
- Say the sound again. /aaa/
- Touch the next word.
- This word is **sit**. Say the word. *sit*
- The underlined sound is /iii/. Say the sound. /iii/
- Say the sound again. /iii/

(Have students close their books. Then do the Sound Drill activity.)

**3 Sound Drill**  
(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen:)

1.	a	i	a	a	i
2.	r	a	n	i	t
3.	l	i	f	a	a
4.	p	a	m	i	d

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /aaa/, /iii/, /aaa/, /aaa/, /iii/

2. Look at the letters in line 2. Say the sounds. /rr/, /aaa/, /nnn/, /iii/, /t/

(Repeat step 2 with lines 3 and 4. Then call on individual students to say the sounds in a line.)

(NOTE: As an alternative, you can write the letters on flash cards and use them for daily review.)

**4a Blending Sounds**  
(Oral Teacher-Directed Activity)

Let's practice saying some words. I will say a word slowly. You tell me the word. /mmm/ /aaa/ /nnn/ What is the word? *man*

(Repeat this procedure with the following words:)

sit	/sss/	/iii/	/t/
sat	/sss/	/aaa/	/t/
lap	/lll/	/aaa/	/p/
rip	/rrr/	/iii/	/p/

(NOTE: As you pronounce these words slowly, don't stop between the sounds. This practice will assist students in recognizing words that they have sounded out.)

**5 Word Practice**  
(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen:)

am	in	Sam
an	Nan	fit

24 Lesson 1

## 4a Blending Sounds

A phonemic awareness activity is included in Lessons 1–16. It is oral, teacher directed, and appears only in the teacher guide.

### Procedure

After the teacher pronounces the separate sounds (without stopping) within a word, students say the whole word.

## 4b Segmenting Words into Sounds

In Lessons 17–30, this phonemic awareness activity replaces Blending Sounds. The ability to segment words is a necessary preskill for spelling phonetically regular words.

### Procedure

Students repeat a word after the teacher pronounces it. Then students say the separate sounds in the word as they hold up a finger for each sound.

**4b Segmenting Words into Sounds**  
(Oral Teacher-Directed Activity)

- Let's practice saying some words. I will say a word, and then you will say the sounds in the word.
- The first word is **math**. What is the word? *math*
- Say the sounds in **math**. Put up a finger for each sound. /mmm/ /aaa/ /th/
- The next word is **fish**. What is the word? *fish*
- Say the sounds in **fish**. Put up a finger for each sound. /ff/ /iii/ /sh/

(Repeat steps 4 and 5 with these words:)

Nick	/nnn/	/iii/	/k/
path	/p/	/aaa/	/th/
cash	/k/	/aaa/	/sh/

This four-page section contains facsimiles from a teacher guide lesson. Numbered boxes call out and describe each feature. Each lesson is carefully outlined and includes a specific teacher script. The teacher can use the exact wording in the script or similar wording when presenting the lessons. Being provided with such a structure allows the teacher to focus attention on the students' responses and provide immediate corrective feedback.

6

**A. New Words**

(Have students open their books to Lesson 1, page 4.)

1. <u>am</u>	in	Sam
2. <u>an</u>	Nan	fit
3. <u>man</u>	sat	sit
4. <u>fat</u>	sad	lip
5. <u>rip</u>	ran	lap

**Answers**

1. <u>am</u>	in	<u>Sam</u>
2. <u>an</u>	<u>Nan</u>	fit
3. <u>man</u>	sat	sit
4. <u>fat</u>	sad	<u>lip</u>
5. <u>rip</u>	ran	lap

**Sight Words**

(Have students open their books to Lesson 1, page 5.)

people	school	to	little	on
was	he	see	a	the

**7**

1. Find part A in your book. (Give help if needed.)

2. Touch the first word in line 1. Look at the underlined letter. What is the sound? /aaa/

3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *am*

4. Touch the next word. Look at the underlined letter. What is the sound? /iii/ Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *in*

(Repeat step 4 with the remaining words in lines 1–3.)

5. Touch the first word in line 4. Sound out this word to yourself. Say the sounds carefully. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *fat*

## 8 Review Words

Starting in Lesson 14, a list of 15 words with previously taught letter-sound relationships is included. The activity is oral, teacher directed, and appears only in the teacher guide.

### Procedure

Students read the words to themselves, and then read the words aloud. The teacher then reads incomplete sentences and asks students to choose the missing words.

**Review Words**  
(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen.)

1. <u>pot</u>	pup	putt
2. <u>less</u>	let	lip
3. <u>mat</u>	mud	miss
4. <u>pat</u>	pass	pet
5. <u>jet</u>	Jeff	jog

1. Let's practice reading some Review Words.

## 5 Word Practice

This activity is included in Lessons 1–4. It is oral, teacher directed, and appears only in the teacher guide.

### Procedure

The teacher models how to sound out a word. Students sound out the word and then say the whole word.

## 6 New Words

A list of 15 words is presented in each lesson.

### Procedure

In the first part of the activity, students say the sound for the underlined letters and then sound out and say the words.

In the second part of the activity, the words from the first part are repeated with a picture in front of each line of words. Students circle the word that goes with each picture.

## 7 Sight Words

A list of 10 high-frequency words is presented in each lesson.

### Procedure

Students repeat the words after the teacher pronounces them. Students then reread the words.

### Teaching Tip

Since students must memorize these words, it is important that students be certain of all words before moving on to the next activity. Students should reread the words until they are read accurately and fluently.

4. Now look at the words in line 1 again. I will say a sentence that has a word missing. You tell me the word from line 1 that goes in the sentence.

**Don took his \_\_\_\_\_ for a walk.** *pup*

(Repeat step 4 with lines 2–5. Call on individual students to complete the Review Word Sentences.)

**Review Word Sentences**

1. Don took his _____ for a walk.	<i>pup</i>
2. Two is _____ than six.	<i>less</i>
3. The pigs play in the _____.	<i>mud</i>
4. Do you have a cat for a _____?	<i>pet</i>
5. Sam went for a ride in a _____.	<i>jet</i>

## 9 Challenge Words

Five two-syllable words are presented in each lesson. Reading two-syllable words is included to enhance students' transfer of decoding skills to longer words and to increase student motivation.

### Procedure

Students sound out each word part, say each word part, and then pronounce the whole word.

## 10 Sentences and Stories

Decodable text, in story format, is included in each lesson.

### Procedure

After the stories have been read silently and orally, students demonstrate their knowledge of what they have read by matching each story or story part to the appropriate picture.

### Teaching Tip

Some students may have difficulty reading sentences with a group. If any students rush ahead, stop the group and instruct the students to read the sentences together. If necessary, read a sentence aloud to model the desired rate of reading.

## 11 Spelling

A spelling activity is included in each lesson.

### Procedure

The teacher dictates four words and a sentence to students.

Students slow down the pronunciation of each word, say the sounds, and write down the corresponding letters.

Students then self-correct their spelling against a visual model that the teacher displays.

## 9 Challenge Words

(Have students open their books to Lesson 1, page 5.)

admit	fabric	rabbit	rapid	attic
1 2	1 2	1 2	1 2	1 2

- Find the list of Challenge Words in your book. (Give help if needed.)
  - Each day we will be reading some long words. When we read these words, we sound out each part and then say the whole word.
  - Touch the first word. Say the sounds in the first part. /aaa/ /d/ What is this part? *ad*
  - Say the sounds in the next part. /mmm/ /ii/ /t/ What is this part? *mit*
  - Say the parts again. First part? *ad* Next part? *mit*
  - Say the whole word. *admit*
- (Repeat steps 3–6 with the words **fabric**, **rabbit**, **rapid**, and **attic**.)
- Let's read these words again. (Call on individual students to read the Challenge Words.)

## B. Sentences and Stories

(Have students open their books to Lesson 1, page 5.)

- Find part B in your book.
  - Touch the first sentence in Story 1.
  - Read the first sentence to yourself. Carefully sound out the words. The words that are difficult to sound out are underlined. Put your thumb up when you are done. (Wait until thumbs are up.) Let's read the sentence together. *Sam ran to school.*
- (Repeat step 3 with the remaining sentences in Story 1.)
- Let's read these sentences again. One person will read. When you are not reading aloud, follow along in your book. (Call on individual students to read a sentence.)
  - Look at the three pictures. Put a number 1 under the picture that goes with Story 1.

(Repeat steps 2–5 with Stories 2 and 3.)

26

## Answers



2 1 3

## C. Spelling

(Have students open their books to Lesson 1, page 6.)

- Find part C in your book.
  - Your first spelling word is **man**. What is the word? *man*
  - What is the first sound in **man**? /mmm/ Write the letter. (Students write the first letter in the word.)
  - What is the next sound? /aaa/ Write the letter. (Students write the second letter in the word.)
  - What is the last sound? /nnn/ Write the letter. (Students write the third letter in the word.)
  - (Write the word on the board or display it on-screen.) Check your word. If you made a mistake, cross out the word and rewrite it. (Wait until students have checked spelling.)
- (Repeat steps 2–6 with the words **sit**, **lap**, and **fat**.)
- Get ready to write a sentence. Listen. **The man sat.** Say the sentence. *The man sat.* Write the sentence. (Monitor.)
  - (Write the sentence on the board or display it on-screen.) Check each word. If you made a mistake, cross out the word and rewrite it. (Monitor.)

## Answers

- map
- sit
- lap
- fat
- The man sat.

11

Lesson 1

## Time to Complete Each Lesson

Depending on the length of the instructional period, the teacher may choose to complete an entire lesson in one day or divide the lesson into two sessions.

A lesson will take 45–60 minutes to complete, depending on the number of students in the group, the pace of the instruction, and the proficiency of the students.

Lesson Part	Time
Teacher-directed activities	30–45 minutes
Independent practice activities	15 minutes



12

**D. Practice Activity 1**

(Have students open their books to Lesson 1, page 6.)

1. Find part D in your book.
  2. Follow along as I read the directions. **Change the first letter in each word to make another word that has the same ending. Write the letter on the line.**
  3. Find number 1. Sound out the word. (Wait.) Say the word. *fat*
  4. Now write a new letter and make the word *sat*. (Monitor.)
- (Repeat steps 3 and 4 with number 2.)
5. Finish the rest of part D on your own.

13

**Work Check for Part D**  
(Oral Teacher-Directed Activity)

1. Let's check your work. If you made a mistake, circle the number. (Call on individual students to read their answers.)
2. Count how many correct answers you have, and write that number in the box at the bottom of the page. (Monitor.)
3. Now go back and correct any mistakes. (Monitor.)

**Answers**

- |                |        |
|----------------|--------|
| 1. <u>s</u> at | 4. ran |
| 2. lip         | 5. fat |
| 3. sad         |        |

Lesson 1

**E. Practice Activity 2**

(Have students open their books to Lesson 1, page 7.)

1. Find part E in your book.
  2. Follow along as I read the directions. **Draw a line under the sentence that goes with each picture.**
  3. Find number 1. Read the first sentence to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Call on a student to read the sentence.) *Sam ran to school.*
  4. Read the next sentence in number 1 to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Call on a student to read the sentence.) *Sam sat in school.*
  5. Look at the picture. Draw a line under the sentence that goes with the picture. *Sam sat in school.*
- (Repeat steps 3-5 with number 2.)
6. Finish the rest of part E on your own.

**Work Check for Part E**  
(Oral Teacher-Directed Activity)

1. Let's check your work. If you made a mistake, circle the number. (Call on individual students to read their answers.)
2. Count how many correct answers you have, and write that number in the box at the bottom of the page. (Monitor.)
3. Now go back and correct any mistakes. (Monitor.)

**Answers**

1. Sam sat in school.
2. He sat on a lap.
3. Nan had a rabbit.
4. My little rabbit ran.
5. The fabric has a rip.
6. He is fat.
7. The man ran.
8. Nan is a little sad.

14

**Checking Up**

(Oral Teacher-Directed Activity)

Practice reading Story 1 on page 17. I am going to listen to each of you read. Your goal is to make fewer than two errors. Keep practicing the story until you can read it without any errors.

(Ask each student to read Story 1. Record the number of errors in his or her book.)

(NOTE: If 90 percent of the students make two errors or fewer, you may move on to Lesson 5. If not, repeat Lesson 4.)

**14 Checking Up**

This activity is a formal measure of students' skills and appears at the end of every fourth lesson. The activity is oral and teacher directed.

**Procedure**

The teacher listens to students read from a story and counts the number of errors. If 90 percent of the students make two errors or fewer, the group may move to the next lesson. Otherwise, the lesson should be repeated.

**Teaching Tip**

The best time to listen to individual students read is during their independent work session. No words should be corrected during the Checking Up activity. After the story has been read, errors may then be corrected.

**12 Practice Activities**

Two practice activities are presented in each lesson for students to complete independently.

**Procedure**

The teacher introduces each activity and monitors the completion of the first two items. This procedure will ensure that students understand the directions and will be able to do the work without assistance.

**13 Work Check**

This oral teacher-directed activity, in which students self-correct their practice activities, provides an informal measure of students' progress.

**Procedure**

Individual students are called on to read aloud their answer to each item.

Students circle the numeral for each incorrect item and then write the total number of correct items in the box below each activity.

Students then go back and correct their errors.

**Teaching Tip**

Each Work Check activity should be done as a group immediately following the practice activity. If time is limited, however, the correct answers may be read to students. Or students may correct their own work, using a copy of the Answer Key on pages 144-158.

# Providing Feedback to Students

One of the most effective ways to promote students' academic growth is to provide immediate feedback on their performance, using both affirmative feedback and corrective feedback. Affirmative feedback includes acknowledging students' correct responses and praising their efforts and achievements. Corrective feedback involves correcting errors immediately by modeling the desired response, asking students to make the correct response, and then returning later in the lesson to verify that students have retained the information.

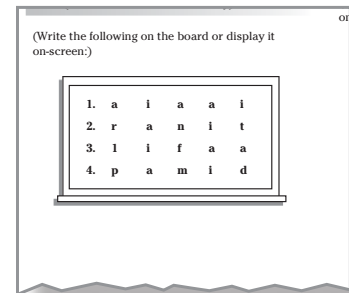
The following are examples of the correction procedure. Text in regular type and **bold** type indicates what the teacher should say. Text in *italic* type indicates expected student responses.

## Feedback Tips

- Listen carefully as students respond. Be sure that all students pronounce the sounds and words correctly.
- When correcting an error, whether made by an individual or a number of students, involve *all* students in the correction. Then go back and check the response of the student or students who made the original error.
- All corrections should end with students making the correct response.
- Be sure to use a supportive tone when correcting errors.
- Abundant affirmative feedback, including acknowledgement for correct responses as well as praise for effort and consistent accuracy, should be given to the group as well as to individual students.
- Praise should be positive, credible, and genuine.

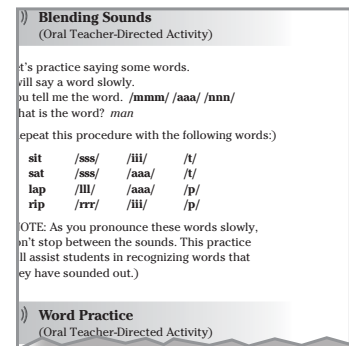
### Example 1 (use with the Sound Drill activity, for instance)

- Model** Listen again.  
The sound is **/iii/**.
- Check** What is the sound?  
*/iii/*
- Recheck** Go back to the beginning of line 1.  
Say the sounds again.



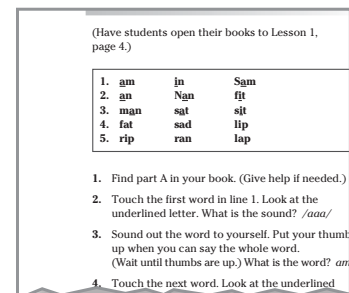
### Example 2 (use with the Blending Sounds activity, for instance)

- Model** Listen.  
**/s/ /iii/ /ttt/**  
The word is **sit**.
- Check** **/s/ /iii/ /ttt/**  
What is the word?  
*sit*
- Recheck** **/s/ /iii/ /ttt/**  
What is the word?  
*sit*



### Example 3 (use with the New Words activity, for instance)

- Model** Stop. The word is **in**.
- Check** What is the word?  
*in*
- Recheck** Read the words again.  
What is the first word? *am*  
What is the next word? *in*  
What is the next word? *Sam*



# Teacher Guide Resources

Included at the back of this teacher guide are several reproducible resources the teacher may find useful while instructing students with *Phonics for Reading, First Level*.

## Individual Education Plan (IEP)

INDIVIDUAL EDUCATION PLAN (IEP)

Name of Student: \_\_\_\_\_ Student's Age: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Student's Grade: \_\_\_\_\_  
Date: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Long-Term Goal: \_\_\_\_\_  
Short-Term Objectives: \_\_\_\_\_

LEARNING OBJECTIVES

Objective	Lesson
1. Shows ability to read and write words with the short vowel sounds of the word _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: see, sea, e, e)	1-1
2. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: sit, it)	3-1
3. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: it, it)	4-1
4. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: it, it)	10-1
5. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: it, it)	15-1
6. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: it, it)	21-1
7. Shows ability to read and write words with the short vowel sound of _____ accuracy _____ Will be able to read the words with _____ accuracy _____ (Example: it, it)	28-1

A long-term goal and short-term objectives can be set for individual students.

(pages 165–167)

## Placement Test

PLACEMENT TEST – Student Form

Phonics for Reading—First Level (1)

Subject A

six	put	hit	cab	dot
hut	jet	hum	cod	yet
habit	stuffed	rustic	summit	

Subject B

less	dill	mess	ruck	bath
wish	lock	mesh	rust	deak
shed	that	whip	chat	ship
erth	clan	gin	plum	trim
postlock	dentist	contest	unpark	

Placement Test instructions explain how to use the Student Forms that students read, as well as the Recording Form, Individual Student Record, and Group Record that the teacher uses.

(pages 171–179)

## Letters of Progress

PHONICS FOR READING – Letter of Progress

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

1. Use provided to indicate progress.

Checkable Words	Teachable Words
at	at
an	an
in	in
on	on
up	up
down	down
out	out
off	off
back	back
to	to
from	from
by	by
with	with
without	without
and	and
but	but
or	or
so	so
if	if
then	then
because	because
when	when
where	where
how	how
what	what
who	who
which	which
that	that
they	they
his	his
her	her
its	its
their	their
our	our
your	your
his	his
her	her
its	its
their	their
our	our
your	your

Three progress letters may be sent home to family members to inform them about their child's performance (after the completion of Lessons 1–13, 14–23, and 24–30).

(pages 168–170)

## Answer Key

Answer Key

LESSON 1

1. a.  b.  c.  d.  e.  f.  g.  h.  i.  j.  k.  l.  m.  n.  o.  p.  q.  r.  s.  t.  u.  v.  w.  x.  y.  z.

LESSON 2

1. a.  b.  c.  d.  e.  f.  g.  h.  i.  j.  k.  l.  m.  n.  o.  p.  q.  r.  s.  t.  u.  v.  w.  x.  y.  z.

The answers to written activities are compiled into this easy-to-use reference. The Answer Key may also be provided to students for use when self-correcting their practice activities.

(pages 144–158)

# Games for Additional Word Practice

These games are fun and require no preparation. Students may use the words from the activities or the Word Lists in their books.

### Cross-Out

To begin this activity, students circle three words on their individual word list. Then the teacher reads words from the list in random order. As each word is read, the student locates and crosses out the word. The winner is the student whose circled words are crossed out first.

### Team Timings

Students should form teams of four to do timed readings of a word list. When the teacher says, "Begin," the team members take turns reading a word from the list. Teams should continue reading until the teacher says, "Stop." The winner is the team that reads the most words correctly.

### I'm Thinking of a Word

For this activity, the teacher makes a statement that relates to a word's meaning. For example, "I'm thinking of a word that is something people ride in." (van) Students locate the word and say it aloud. Students may also work with a partner to identify words.

### Timed Word List Reading

After students read a list of words under teacher guidance, they may work in pairs to engage in timed readings that last 10 seconds. When the teacher says, "Begin," Partner 1 reads the list, while Partner 2 puts up a finger for each word read correctly. When 10 seconds are up, the teacher says, "Stop," and Partner 2 shows with fingers the total number of words read correctly. Then the partners switch roles.

# 1 New Sound(s)

A focus sound (or sounds) is introduced.

# 2 New Words

One-syllable words are introduced. Then students circle the word that goes with each picture.

# 3 Sight Words

High-frequency words are introduced and practiced. These include irregular words that are not spelled as they sound as well as words that can be decoded but contain elements that have not yet been introduced to students.

# 4 Challenge Words

Two-syllable words that include known letter-sound correspondences and configuration patterns are introduced.

Each word is divided into pronounceable units referred to as *word parts* rather than *syllables*. (Rules for dividing words into syllables are not introduced. However, after much practice in decoding two-syllable words, students will be able to generalize this strategy and apply it to other words.)




# 5 Sentences and Stories

Sentences and stories of increasing length are presented for students to decode and comprehend.

## Student Book Lessons

*Phonics for Reading, First Level*, includes 9 types of activities. This two-page section contains facsimiles from a student book lesson. Numbered boxes call out and describe each type of activity.






**LESSON 1**


**1**  **New Sounds.** Say the words. ran  sit 


**2** **A. New Words.** Say each sound. Say each word.

1. a m      i n      S a m  
 2. a n      N a n      f i t  
 3. m a n      s a t      s i t  
 4. f a t      s a d      l i p  
 5. r i p      r a n      l a p

Circle the word that goes with each picture.

1.  am in Sam  
 2.  an Nan fit  
 3.  man sat sit  
 4.  fat sad lip  
 5. 

**3**  **Sight Words.** Say the words.  
 people school to little on was he see a the

**4**  **Challenge Words.** Say the words.  
 admit fabric rabbit rapid attic  
 1 2 1 2 1 2 1 2 1 2

**5** **B. Sentences and Stories.** Read each part of the story. Write the story number under the picture that goes with each story.

Story 1  
 Sam ran to school.  
 He had a hat.  
 The hat was little.

Story 2  
 Nan had a rabbit.  
 The rabbit sat on a lap.  
 The rabbit ran.

Story 3  
 The man sat in the attic.  
 The fabric had a rip.  
 He was sad.

5

6

C. Spelling. Write the words and sentence that your teacher says.

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_

7

D. Practice Activity 1. Fill in each blank with the best word.

1. The man ran to \_\_\_\_\_ van.      his    has    hit
2. Jim and Dad \_\_\_\_\_ in the water.    big    pad    dip
3. Sam sat on my \_\_\_\_\_.                    mat    six    sip
4. The \_\_\_\_\_ has a rip.                sit    bib    sip
5. A \_\_\_\_\_ is in the can.                tap    tan    ham
6. The school is \_\_\_\_\_.                        big    hit    did
7. A pin was in the \_\_\_\_\_.                    fit    his    hat
8. Nan \_\_\_\_\_ six maps.                ad    has    ham
9. Jim \_\_\_\_\_ go to school.                did    big    hat
10. Dad has \_\_\_\_\_ in the van.        bad    gas    dip

18

Correct

8

6

## Spelling

Four words and a sentence are dictated to students by the teacher.

Students then compare their spelling to a model and rewrite incorrect words.

7

## Practice Activities

Two practice activities are presented for students to complete independently.

The types of activities vary from lesson to lesson to keep students engaged, but each type remains consistent in its format.

The activities require students to add letters to make new words, choose words with the same endings, match words or sentences to pictures, complete sentences using a choice of words, reorder words into meaningful sentences, as well as read a short story and respond to comprehension items.

8

## Self-Correct Boxes

Students self-correct their practice activities and record the total number of correct answers in the boxes.

Receiving feedback on their own answers is more helpful than examining another student's work.









9

## Checking Up Box

Students read a story or a part from the story passage as the teacher counts and records the number of word-reading errors.

7

E. Practice Activity 2. Draw a line under the sentence that goes with each picture.

1. Dad and Jim go on a picnic.  Dad and Jim go to the cabin.
2. Ham is in the can.  Jim is in the hat.
3. Jim has a napkin.  Jim has a bib.
4. Gas can go in the van.  Gas can go in the can.
5. Nan has a big hat.  Nan has a little pad.
6. The rabbit sits on the mat.  The cat is in the bag.
7. The mat has a rip.  The bib has a rip.
8. Did Sam hit with his bat?  Did Nan dip in the water?

Correct

Checking Up

19

8

9

# Research Report

**Phonics for Reading** is a research-based program that reflects the findings of the major national documents on reading, including *Becoming a Nation of Readers* (Anderson et al., 1985), *Preventing Reading Difficulties in Young Children* (Snow et al., 1998), and the *National Reading Panel Report* (2000), which summarized research on numerous topics, including phonemic awareness, phonics, fluency, and comprehension. In addition to these reports, the design of **Phonics for Reading** was informed by the research on beginning reading (Honig, Diamond, and Gutlohn, 2008), the research on reading interventions for older, struggling readers (Archer, Gleason, and Vachon, 2003), the research on explicit instruction (Archer and Hughes, 2011), and the research on literacy and cultural diversity (Morrow, Rueda, and Lapp, 2009).

## Phonemic Awareness

Phonemic awareness refers to the understanding that words can be segmented into constituent sounds or phonemes. Students must understand that the words they say can be segmented into sounds so that they can map letters (graphemes) onto those sounds (phonemes) and use those letter-sound associations to decode unknown words (Chard and Dickson, 1999; Erhi and Roberts, 2006). A lack of this understanding is the most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills (Torgesen, 2002; Torgesen, 2004). Students with strong phonological skills will likely become good readers, and students with weak phonological skills will likely become weak readers (Blachman, 2000). In fact, phonemic awareness has proven to be the best early predictor of reading difficulties (Adams, 1990) and is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1994).

Research clearly indicates that phonemic awareness can be developed through instruction, and that doing so accelerates students' reading and writing achievement (Ball and Blachman, 1991; Lane and Pullen, 2004). When phonemic awareness is taught, it enhances the reading acquisition of young students as they move into first and second grade (Foorman et al., 1997) as well as the reading gains of older, struggling readers. Torgesen and Mathes (1998) concluded that phonemic awareness training would accelerate the reading growth of all children, but is particularly vital for at least 20 percent of children to acquire useful reading skills.

Because of its importance to beginning reading acquisition, phonemic awareness activities are included in **Phonics for Reading**. Consistent with the recommendations of the National Reading Panel (2000), the authors incorporated a limited number of phonemic awareness tasks into the program. As a result, students become familiar with the tasks, allowing them to direct their cognitive energy to the content rather than the tasks. These tasks focus on blending and segmenting, which are the phonemic awareness skills that have the greatest benefit to reading and spelling acquisition (Snider, 1995). In the blending activities, students hear the sounds in a word and say the whole word. In the segmenting activities, students put up a finger as they say each sound within a word. Torgesen et al. (1994) concluded that phonemic awareness training for at-risk children must be more explicit and intense than that for other students. For this reason, the program provides explicit modeling of these blending and segmenting tasks and daily practice with increasingly difficult words.

## Phonics

Phonics is the study and use of letter-sound associations to pronounce (decode) unknown words and to spell (encode) words. In the past, students were taught that there were three equal cueing systems that could be used to determine the pronunciation of an unknown word: the phonological cueing system (letter-sound associations), the semantic cueing system (context and pictures), and the syntactical cueing system (word order). However, research has shown that good readers rely on letters in a word rather than context or pictures to pronounce familiar and unfamiliar words (Ehri, 1994). Research has also determined that competent readers do not sample text as they read, but rather process the letters of each word, although this is done rapidly and unconsciously (Adams et al., 1998; Share and Stanovich, 1995; Rayner and Pollatsek, 1989). For these reasons, ***Phonics for Reading*** teaches students to use letter-sound associations as their primary decoding tool and to utilize the semantic and syntactical cues to confirm the accuracy of their initial pronunciation of a word.

As with phonemic awareness, students—especially those struggling to acquire reading skills—benefit from very explicit instruction, in this case focused on letter-sound associations and their application to the decoding and encoding of words. In fact, one of the most well-established conclusions in all of behavioral science is that direct instruction on letter-sound associations and word decoding facilitates early reading acquisition (Stanovich, 1994). To optimize student gains in decoding and encoding, ***Phonics for Reading*** uses the following instructional steps: a) introduce a letter-sound association, b) guide students in reading one-syllable words with the letter-sound association, c) provide reading practice with multisyllabic words containing the letter-sound association, d) have students read decodable passages containing words with the target letter-sound association, and e) dictate spelling words containing the target letter sound. The research basis for each of these steps is articulated below.

**Letter-Sound Associations** Many studies have confirmed that students are more successful readers if they have been taught letter-sound associations (Juel, 1991). In teaching letter-sound associations, ***Phonics for Reading*** is consistent with the recommendations of the National Reading Panel (2000). First, only the highest frequency letter-sound associations are introduced. Next, an explicit instructional approach is utilized in which the sounds for the letters are modeled and practiced with other graphemes during initial practice sessions, followed by distributive and cumulative practice in subsequent lessons (Archer and Hughes, 2011; Carnine et al, 2006).

**Decodable Words** As soon as the letter-sound associations have been introduced, they are immediately placed in words that reflect common English configurations (e.g., CVC, CVCC, CCVC, CVCe, CVVC). Students are explicitly taught the following decoding strategy: a) say the sounds for each grapheme, b) blend the sounds together, c) pronounce the entire word, and d) ask yourself if it is the “real word.” Students repeatedly sound out words in which the focus grapheme is mixed with words containing previously taught graphemes deliberately chosen to promote careful scrutiny of the letters (e.g., *lake, tale, mane, man, tape, tap, fate*) to diminish “guessing” as a strategy. As Beck (2006) concluded, the ability to blend individual sounds into a recognizable word is an important component of reading.

Systematic phonics instruction has many benefits including: a) preventing reading difficulties among at-risk students (Ambruster, Lehr, and Osborn, 2001), b) helping children overcome reading difficulties, and increasing the ability to comprehend text for beginning readers and older students with reading challenges (National Reading Panel, 2000).

**Multisyllabic Words** The ability to read one-syllable words does not necessarily lead to proficiency with multisyllabic words (Just and Carpenter, 1987). Decoding instruction must go beyond one-syllable words to multisyllabic words to truly prepare students for intermediate and secondary reading and also to ensure that students are not intimidated when confronted by long words. From fifth grade on, students encounter about 10,000 unknown words each year (Nagy and Anderson, 1984), the majority of which are multisyllabic words (Cunningham, 1998) that often convey the meaning of the passage. For example, when reading an article about the water cycle, students will need to decode words such as *evaporation*, *precipitation*, and *transpiration*. Students must be taught systematic procedures for decoding longer words, such as these.

Research indicates that when good readers encounter unfamiliar multisyllabic words, they chunk the words into manageable, decodable units (Adams, 1990; Mewhort and Campbell, 1981). To facilitate the development of this process, each level of this program presents multisyllabic words segmented into decodable chunks, or parts (Archer, Gleason, and Vachon, 2003). Loops under the words indicate the parts, which students are asked to read one by one and then to blend into a word. As suggested by research in this area, students are also taught to use affixes and vowels to pronounce longer words (Chall and Popp, 1996; Shesfelbine, 1990; Shesfelbine and Calhoun, 1991).

**High-Frequency Words** In order to be a fluent reader, students must quickly and automatically recognize the most common words appearing in text (Blevins, 1998). Only 100 words account for approximately 50 percent of the English words in print (Fry et al., 1985). Thirteen words (*a*, *and*, *for*, *he*, *is*, *in*, *it*, *of*, *that*, *the*, *to*, *was*, *you*) account for 25 percent of the words in print (Johns, 1980). Many of the most frequent words are irregular, having unique letter-sound associations. For example, the high-frequency words *you*, *was*, *of*, *said*, *do*, *some*, and *what* are not pronounced as expected, given the letters in the words.

In **Phonics for Reading**, high-frequency words are systematically introduced, practiced, and reviewed. A spell-out method is used for directly teaching high-frequency words. Students hear the word, say the word, spell the word letter by letter, and finally repeat the word (Honig et al., 2008). As suggested by Louisa Moats (2005), high-frequency, irregular words are grouped by pattern when possible (e.g., *would*, *could*; *come*, *some*; *all*, *call*, *tall*) to facilitate acquisition.

**Reading Decodable Text** After students have been introduced to short, decodable words, multisyllabic, decodable words, and high-frequency words, they read decodable passages containing these words. Decodable text is useful in beginning reading for developing automaticity and fluency (Chard and Osborn, 1999) and for providing students with a strong start in reading (Blevins, 2006). Anderson et al. (1985) and Juel (1994) recommended that 90 percent of the words in a story should be decodable.

“The important point is that a high proportion of the words in the earliest selections students read should conform to the phonics they have already been taught. Otherwise, they will not have enough opportunity to practice, extend, and refine their knowledge of letter-sound relations.” (*Becoming a Nation of Readers*, 1985).



**Spelling** Spelling dictation was included in each *Phonics for Reading* lesson for a number of reasons. First, learning to read and spell rely on much of the same underlying knowledge, such as letter-sound associations, affixes, and word patterns (Joshi, Treiman, Carreker, and Moats, 2008/2009). Because of the reciprocal relationship between decoding and encoding, spelling instruction can help children better understand key knowledge, resulting in better reading (Ehri, 2000). Likewise, reading instruction focused on the patterns of words can strengthen spelling. Systematic spelling instruction is also critical to improving students' writing skills. Writers who must think too hard about how to spell words use crucial cognitive resources that could be used for higher level aspects of composition, such as organization, transcription, and revision (Singer & Bashir, 2004). Because of the importance of spelling, in each *Phonics for Reading* lesson, students are asked to spell words that contain letter-sound associations and affixes that they have been taught and have used in decoding words.

## Fluency

Fluency has been defined as being able to read words accurately and fluently with expression or prosody (Hudson, Lane, and Pullen, 2005). Meyer and Felton (1999) concluded that fluency is "the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding" (p. 284). When students are able to read fluently, decoding requires less attention and cognitive effort. Instead, attention and cognition can be directed to comprehension (La Berge and Samuels, 1974; Stanovich, 1986). Not surprising, oral reading rate is strongly correlated with reading comprehension (Torgesen and Hudson, 2006). As Hasbrouck (2006) concluded, if students read slowly, they struggle to remember what was read, much less to extract meaning.

Another result of laborious decoding and low fluency is little reading practice (Moats, 2001). Because reading is arduous for struggling readers, they read less over time and fail to gain fluency, while their peers read more and more over time and become increasingly fluent; thus, the gap between the best readers and the weakest readers widens as they get older. The term "Matthew Effect" illustrates this rich-get-richer and poor-get-poorer phenomenon (Stanovich, 1986). Fluent, voracious readers are likely to gain, among other things, increased vocabulary, background knowledge, ideas that can be incorporated into written products, visual memory of words for spelling, and schema for understanding certain genre. It has even been suggested that voracious reading can alter measured intelligence (Cunningham & Stanovich, 1998).

Fluency in reading, like automaticity of any skill, is primarily gained through practice. In *Phonics for Reading*, students are given abundant practice in reading lists of words and decodable passages. The decodable passages are read more than once. The students read the passages silently first and then orally. Oral reading has particular benefits at the beginning reading stages (National Reading Panel, 2000) for a number of reasons. First, the student can listen to his/her own reading and determine if the words are pronounced accurately. Second, the teacher can also listen to the student and gain information on the accuracy of the student's reading.

In *Phonics for Reading, Second Level* and *Third Level*, focused, intentional fluency practice is also provided by using a research-based procedure referred to as repeated readings. After completing a comprehensive review of fluency intervention studies conducted in the past 25 years, Chard, et al. (2002) concluded that repeated reading interventions with struggling readers were associated with improvement in reading rate, accuracy, and comprehension. In *Phonics for Reading*, students read a short passage a number of times. After practice, they read the passage for a minute, count the number of words read, and graph the number. Timing student's reading is effective in increasing accuracy and fluency (Hasbrouck and Tindal, 1992).

## Comprehension

The desired outcome of all reading instruction is that students can read passages, constructing meaning as they proceed and extracting the gist of the passage. Each of the reading components previously discussed contributes to increased reading comprehension. If students can decode words accurately, comprehension will be facilitated. Similarly, if students can fluently read a passage, comprehension is enhanced. Nevertheless, as in all areas of reading, students benefit from systematic instruction and intentional practice.

***Phonics for Reading*** addresses comprehension in a number of ways. First, in response to a portion of a reading passage, the students are asked to select an illustration that depicts what has been read. They are also asked to respond to oral comprehension questions, a time-honored and research-validated procedure to increase reading comprehension (National Reading Panel, 2000; McKeown, Beck, and Blake, 2009). As Ambruster, Lehr, and Osborn (2001) suggested, responding to oral comprehension questions encourages students to form better answers and to learn more. In addition, students are taught to answer written questions on passage content in response to the most common questioning words: *who*, *what*, *when*, *where*, *how*, and *why*. This instruction, like all of the instruction in ***Phonics for Reading***, involves modeling the skill followed by guided practice, support which is gradually reduced. This type of scaffolding, found in all strands of the program, is designed to increase the success experienced by students who have encountered consistent failure in the past.

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