

# PHONICS

## for Reading

Teacher Guide **Second Level**



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# Phonics for Reading, Second Level

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

### Sounds and Letter Combinations

Lessons 1–12 introduce words with the vowel combinations *ai*, *ay*, *ee*, *ea*, *oa*, *ow*, and *igh*.

Lessons 13–20 introduce consonant-vowel-consonant-e (CVCe) words with the long vowel sounds *a*, *i*, and *o*.

Lessons 21–32 introduce words with the *r*-controlled vowel sounds *ar*, *er*, *or*, *ir*, and *ur*.

### Word Endings

Lessons 1–6 introduce words ending with *-ed*.

Lessons 7–12 introduce the same root word with both the *-ed* and *-ing* endings.

Lessons 13–20 introduce words with roots that are altered when *-ing* is added.

Lessons 21–23 practice words ending with *-ed* and *-ing*, some of which have altered roots.

Lessons 24–32 introduce words ending with *-er* and practice words ending with *-ed* and *-ing*, some of which have altered roots.

For the complete Scope and Sequence, see the chart on page 191.

## Getting Started

*Phonics for Reading, Second Level*, teaches students how to read one-syllable and multisyllable words by using knowledge of letter-sound relationships as well as structural units such as root words and word endings.

The program assumes that students beginning *Phonics for Reading, Second Level*, can decode words that contain short vowels, single and double consonants, consonant blends (e.g., *tr*, *bl*, *sm*), and consonant digraphs (e.g., *sh*, *th*, *wh*). These skills are introduced in *Phonics for Reading, First Level*.

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 181.)

### 2 Group Students for Instruction

*Phonics for Reading, Second 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, Second Level*, includes 32 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 along with other previously learned sounds.
2. The letter or letter combination is incorporated into one-syllable and multisyllable words. Students employ a systematic strategy for decoding the words.
3. Root words and word endings are introduced to students. Students also practice reading words whose roots are altered when word endings are added.
4. Words containing recently taught letter-sound associations and word endings appear in decodable text (sentences and stories). Students practice reading the words within meaningful contexts.
5. Students complete independent practice activities that require decoding of one-syllable and multisyllable words with known sounds.

### 4 Monitor Students' Progress

There are several opportunities for monitoring students' progress during instruction with *Phonics for Reading, Second Level*.

1. Immediately following the completion of the independent practice activities, 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 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. Given that fluency is a more powerful indicator of student decoding progress than accuracy alone, the teacher can use the **one-minute fluency checks** to gauge student growth. This data can be displayed on individual fluency graphs for visual examination of progress. (These fluency procedures are outlined on page 15.)
4. 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 and word endings are identified at the beginning of each lesson.

# 2 New Sound

Focus sounds are presented in Lessons 1, 4, 7, 10, 13, 17, 18, 21, 24, 27, and 30.

## 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 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, Second 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 OBJECTIVES**

- to introduce ai and ay words with the sound of /ā/
- to introduce words with the word ending -ed

**2 New Sound**

(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 **rain**. Say the word. *rain*
- The underlined sound is /āāā/. Say the sound. /āāā/
- Say the sound again. /āāā/
- Touch the next word.
- This word is **play**. Say the word. *play*
- The underlined sound is /āāā/. Say the sound. /āāā/
- Say the sound again. /āāā/

(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. | ai | sh | ch | ay |
| 2. | th | wh | a  | ck |
| 3. | ai | i  | ck | ch |
| 4. | e  | sh | ai | th |
| 5. | ay | ch | u  | ay |

- Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /āāā/, /sh/, /ch/, /āāā/

**2.** Look at the letters in line 2. Say the sounds. /th/, /wh/, /aaa/, /k/

(Repeat step 2 with lines 3-5. Then call on individual students to say the sounds in a line.)

(NOTE: As an alternative, review the sounds with flash cards.)

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

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

(Repeat this procedure with the following words:)

|      |       |       |       |
|------|-------|-------|-------|
| play | /p/   | /lll/ | /āāā/ |
| pain | /p/   | /aaa/ | /nnn/ |
| wait | /www/ | /aaa/ | /t/   |
| aid  | /aaa/ | /d/   |       |

(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.)

**A. New Words**

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

|    |      |      |      |
|----|------|------|------|
| 1. | fail | day  | may  |
| 2. | wait | wit  | tail |
| 3. | way  | say  | sail |
| 4. | maid | mad  | stay |
| 5. | pain | pail | play |
| 6. | hay  | jail | aid  |

- May I have this?
- It has a thin tail.
- The van was in the way.
- Did the maid see the polish?
- I have a pain in my hip.
- The hay is damp.

- Find part A in your book.
- Touch the first word in line 1. Look at the underlined letters. What is the sound? /āāā/
- 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? *fail*

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Lesson 1

# 4a Blending Sounds

A phonemic awareness activity is included in Lessons 1-6. 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 7-12, 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.

**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 **night**. What is the word? *night*
- Say the sounds in **night**. Put up a finger for each sound. /nnn/ /īī/ /t/
- The next word is **coast**. What is the word? *coast*
- Say the sounds in **coast**. Put up a finger for each sound. /k/ /ōōō/ /sss/ /t/

(Repeat steps 4 and 5 with these words:)

|        |       |       |       |       |
|--------|-------|-------|-------|-------|
| blown  | /fff/ | /lll/ | /ōōō/ | /nnn/ |
| bright | /b/   | /rrr/ | /īīī/ | /t/   |
| bleach | /b/   | /lll/ | /ēēē/ | /ch/  |

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

4. Touch the next word. Look at the underlined letters. What is the sound? /aaa/ 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? day

(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? maid

6. Touch the next word. 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? mad

(Repeat step 6 with the remaining words in lines 4–6. Then call on individual students to read a line.)

7. Read sentence 7 to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Then call on a student to read the sentence.)

(Repeat step 7 with sentences 8–12.)

8

6

**B. Review Words**

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

|                 |       |       |
|-----------------|-------|-------|
| 1. <u>truck</u> | tuck  | tap   |
| 2. <u>Jeff</u>  | shelf | self  |
| 3. <u>blush</u> | lash  | miss  |
| 4. <u>thin</u>  | throb | Rob   |
| 5. <u>stick</u> | tick  | thick |

1. Find part B in your book.
2. Read the words in line 1 to yourself. When you can read all three words, put your thumb up. (Wait until thumbs are up.)
3. Get ready to read the words in line 1 together. Begin. truck, tuck, tap

(Repeat steps 2 and 3 with lines 2–5. Then call on individual students to read the words in a line.)

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**C. Word Endings**

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

|                   |                  |                  |
|-------------------|------------------|------------------|
| 1. <u>failed</u>  | 2. <u>waited</u> | 3. <u>sailed</u> |
| 4. <u>trapped</u> | 5. <u>missed</u> |                  |

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**D. Challenge Words**

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

|                  |                 |                |                 |
|------------------|-----------------|----------------|-----------------|
| <u>rain</u> drop | <u>mail</u> box | <u>mid</u> day | <u>rail</u> way |
| 1 2              | 1 2             | 1 2            | 1 2             |
| <u>pay</u> day   |                 |                |                 |
| 1 2              |                 |                |                 |

1. Find part D in your book.
2. Touch the first word. Sound out the first part to yourself. Put your thumb up when you can say the part. (Wait until thumbs are up.) What is this part? rain
3. Sound out the next part to yourself. Put your thumb up when you can say the part. (Wait until thumbs are up.) What is this part? drop
4. Say the parts again. First part? rain  
Next part? drop
5. Say the whole word. raindrop

(Repeat steps 2–5 with the words mailbox, midday, railway, and payday.)

6. Let's read these words again. (Call on individual students to read the Challenge Words.)

Lesson 1
25

## Immediate Corrective Feedback

If a student mispronounces a sound or a word, the error should be corrected immediately. The teacher should model the correct pronunciation and have the student repeat the sound or word. To ensure learning, the teacher should provide additional practice by having the student reread the line or sentence. If possible, at the end of the activity, the teacher should recheck the student on the sound or word.

## 5 New Words

A list of 18 words is presented in each lesson.

### Procedure

Students say the sound for the underlined letters, sound out and say the words, and read the words in sentences.

## 6 Review Words

Each lesson includes a list of 15 words containing word types taught in previous lessons.

### Procedure

Students read a line of words to themselves and then read the words aloud.

## 7 Word Endings

Each lesson introduces 5 to 10 words that contain word endings, including *-ed*, *-ing*, and *-er*.

Some words contain altered roots, in which the final consonant of the root is doubled or the finale e is dropped before the ending is added.

### Procedure

Students sound out and say the underlined root word. Then they say the whole word after the teacher pronounces it. The teacher reads the word in a sentence, and students say the word again.

## 8 Challenge Words

At least 5 multisyllable words are presented in each lesson. Reading multisyllable 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.

## 9 Sight Words

At least 10 high-frequency words are 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.

## 10 Sentences and Stories

Decodable text, in the form of a narrative or expository passage, is included in each lesson.

### Procedure

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

## 11 Spelling

A spelling activity is included in each lesson.

### Procedure

The teacher dictates to students two short words, two longer words, and a sentence.

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

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

### 9 E. Sight Words

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

|       |      |    |      |      |
|-------|------|----|------|------|
| were  | you  | of | said | have |
| after | from | my | to   | they |

- Find part E in your book.
- There are some words that may be difficult to sound out. We just have to remember these words.
- Touch the first word. This word is **were**.  
What is the word? *were*  
Spell and read. *w-e-r-e. were*
- Touch the next word. This word is **you**.  
What is the word? *you*  
Spell and read. *y-o-u. you*

(Repeat step 4 with the remaining words.)

- Let's read these words again. (Call on individual students to read the Sight Words.)

### 11 G. Spelling

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

- Find part G in your book.
- Your first spelling word is **stay**.  
What is the word? *stay*
- Say the sounds to yourself as you write the word. (Monitor.)
- (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. (Monitor.)

(Repeat steps 2–4 with the word **wait**.)

- Your next spelling word is **raindrop**.  
Say the first part of the word. *rain*  
Write this part.
- Say the second part of the word. *drop*  
Write this part.
- (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. (Monitor.)

(Repeat steps 5–7 with the word **payday**.)

- Listen. **The dog has a black tail.** Say the sentence.  
*The dog has a black tail.* 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.)

### 10 F. Sentences and Stories

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


- Find part F in your book.
- Touch the title of the story. Let's read the title together. *The Day of Rain*
- Read Part 1 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
- Let's read Part 1 together. When you are not reading aloud, follow along in your book. (Call on a student to read one or two sentences. Continue until Part 1 has been read.)
- Look at the three pictures. Put a number 1 under the picture that goes with Part 1.

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


**Answers**

|                              |             |
|------------------------------|-------------|
| 1. stay                      | 3. raindrop |
| 2. wait                      | 4. payday   |
| 5. The dog has a black tail. |             |


**Answers**



1



3



2

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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    |



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**H. Practice Activity 1**

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

1. Find part H in your book.
2. Follow along as I read the directions.  
**Draw a line under the phrase that best completes each sentence.**
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part H later.

12

**I. Practice Activity 2**

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

1. Find part I in your book.
2. Follow along as I read the directions.  
**Draw a line under the sentence that goes with each picture.**
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. Now go back and finish parts H and I.

**13** **Work Check for Parts H and I**  
(Oral Teacher-Directed Activity)

1. Find part H in your book.
2. Let's check your work. If you made a mistake, circle the number. You will fix all mistakes at the end of the lesson. (Call on individual students to read their answers.)
3. Count how many correct answers you have, and write that number in the box at the bottom of the page. (Monitor students.)

(Repeat steps 1–3 with part I.)

4. Now go back and correct any mistakes. (Monitor students.)

**Answers for Part H**

1. a. a mop in the pail
2. a. have a sail
3. a. wait in the truck
4. b. fail a test
5. b. pay the bill
6. b. sit in the hay
7. a. rain on this day

**Answers for Part I**

1. The dog has a black tail.
2. The cats play in the box.
3. The rain will fill the pail.
4. Rob put the nail in the box.
5. Chuck will wait until the bus stops.
6. Will Beth fail the test?
7. The maid will dust the lamp.
8. The man will pay with cash.

14

**Checking Up**  
(Oral Teacher-Directed Activity)

Practice reading Part 1 of the story on page 13. I am going to listen to each of you read. Your goal is to make fewer than two errors. Keep practicing Part 1 until you can read it without any errors.

(Ask each student to read Part 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 4. If not, repeat Lesson 3.)

Lesson 1

**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 first item. 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**

The Work Check activity should be done as a group immediately following the practice activities. 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 152–167.

**14 Checking Up**

This activity is a formal measure of students' skills and appears at the end of Lessons 3, 6, 9, 12, 16, 20, 23, 26, 29, and 32.

This activity is oral and teacher directed.

**Procedure**

The teacher listens to students read a story part and counts the number of errors. If 90 percent of the students make two errors or fewer, the group may move on 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.

# 1 New Sound

A focus sound (or sounds) is introduced.

# 2 New Words

One-syllable words are introduced, and the words are read in sentences.

# 3 Review Words

One-syllable words that contain word types taught in previous lessons are presented to maintain and reinforce students' decoding skills.

# 4 Word Endings

Root words with the word endings *-ed*, *-ing*, and *-er* are introduced and practiced. Some root words contain altered spellings when the endings are added.

# 5 Challenge Words

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

Each word is divided into pronounceable units referred to as word parts.

# 6 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.

# 7 Sentences and Stories

A three-part story with several paragraphs is presented for students to decode and comprehend.

## Student Book Lessons

*Phonics for Reading, Second Level*, includes 11 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 Sound.** Say the words.  
rain play

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

|         |      |      |
|---------|------|------|
| 1. fail | day  | may  |
| 2. wait | wit  | tail |
| 3. way  | say  | sail |
| 4. maid | mad  | stay |
| 5. pain | pail | play |
| 6. hay  | jail | aid  |

7. May I have this?  
8. It has a thin tail.  
9. The van was in the way.  
10. Did the maid see the polish?  
11. I have a pain in my hip.  
12. The hay is damp.

**3** **B. Review Words.** Say the words.

|          |       |       |
|----------|-------|-------|
| 1. truck | tuck  | tap   |
| 2. Jeff  | shelf | self  |
| 3. blush | lash  | miss  |
| 4. thin  | throb | Rob   |
| 5. stick | tick  | thick |

**4** **C. Word Endings.** Say

1. failed    2.    4

**5** **D. Challenge Words.** Say the words.

raindrop    mailbox    midday    railway    payday

1 2    1 2    1 2    1 2    1 2

**6** **E. Sight Words.** Say the words.

were    you    of    said    have    after    from    my    to    they

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

**The Day of Rain**

**Part 1**




12 Drops of rain splashed on the sill. Nick was mad as he  
15 brushed his dog, Slick. "Rain, rain, rain!" Nick said. "I have  
23 to stay in. I have to wait until the rain stops." He brushed  
36 Slick's tail and said to the dog, "A day of rain is a day to wait."  
52 Slick just sat and waited with Nick.

**Part 2**

59 Raindrops crashed on the mailbox as Nick waited.  
67 "Mom, must I wait?" Nick asked. "May I sail my ship in  
79 the rain? That ship just sits on the shelf and waits."  
90 "No, Nick," said Mom. "You may not sail the ship in the pond.  
103 You will get wet in the rain. Wait a bit and I think the rain will  
119 stop. You can play with Slick until lunch. After lunch, Kim and  
131 Chuck may drop in and you can play with them."

**Part 3**

141 At midday, Mom and Nick had lunch. Then Mom said,  
151 "I see Kim and Chuck. Run and let them in." Nick got up  
164 and let them in. They were wet from the rain.  
174 "I am glad to see you," said Nick. "Can you stay? We can  
187 play with my ship. We cannot go to the pond in the rain.  
200 We can sail the ship in the bathtub."  
208

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5

Sample Pages from Lesson 1

12

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8

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

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

9

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

- 1. The ships were in the \_\_\_\_\_. bat bay bait
- 2. It may \_\_\_\_\_ at midday. trail grain rain
- 3. Gail put the dish on the \_\_\_\_\_. tray trip play
- 4. Fish will grab the \_\_\_\_\_. bay bait train
- 5. Jan will fill the pail with \_\_\_\_\_. grain plain bay
- 6. Jill put the \_\_\_\_\_ in the mailbox. raid pain mail
- 7. The children will \_\_\_\_\_ with us. way stay may
- 8. Chuck will pay Jill to \_\_\_\_\_. paint plain grain
- 9. Beth has a black \_\_\_\_\_. bay rain braid
- 10. Dad will fix the \_\_\_\_\_. drain wait may

14

10

Correct

8

### Spelling

Two short words, two long words, and a sentence are dictated to students by the teacher.

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

9

### 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 complete sentences, match sentences to pictures, answer questions, reorder words into meaningful sentences, and recall details from story passages.

10

### 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.

11

### Checking Up Box

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

9

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

- 1. The men will stay in the cabin.  
The men will stay on the ship.
- 2. Paint is on the tray.  
Paint is in the can.
- 3. Bess will play in the bay.  
Bess will play in the rain.
- 4. Ray has bait in a pail.  
Ray has grain in a pail.
- 5. The hat has red dots.  
The hat is plain.
- 6. The dog will raid the box.  
The dog will run up the trail.
- 7. Nick and Gail play with clay.  
Nick and Gail pay with clay.
- 8. The mail is on the train.  
The mail is in the mailbox.



Correct

Checking Up

10

11

15



# Fluency in *Phonics for Reading*

Studies have indicated that it is important for students to be able to read material fluently as well as accurately in order for them to move their cognitive resources from decoding to comprehension.

## Assessing Fluency

At any point in the program, the teacher can assess students' fluency (the number of correct words read in one minute) by using the passages in the student book. The cumulative number of words is listed to the left of each line in the story (see reading passage below).

1. Before assessing a student, make a copy of the reading passage for recording students' errors.
2. Ask the student to read for one minute and underline any errors the student makes.
3. When it is time for the student to stop (after one minute), circle the last word that the student read.
4. Count up from the number at the beginning of the line in which the circled word appears.
5. Subtract any word errors from the total number of words to figure out the number of words read correctly in one minute.
6. At this level, the student should read 100 correct words in one minute.


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

**A Walk in the Park**

Part 1  
11 Mark, Barb, and Todd were walking in the park. As they  
24 came to the marshland, they saw a big black dog in the reeds.  
37 Mark said, "Look at that dog. He has a scar on his face.  
46 We should stay far away. He might bite us."  
59 "He doesn't look well," Barb said. "I think we can do a lot  
more for this dog than just stay far away."

Part 2  
68 The children walked out of the marshland. When they  
77 reached town, they stopped and called the vet.  
85 Todd explained, "You have to help this dog. He is way  
96 back in the park. He has a scar on his face, and he doesn't  
110 seem well. He seems frightened!"  
115 When Todd got off the phone, he told Barb and Mark,  
126 "The vet will do what he can for the black dog. He will keep  
140 the dog in the barnyard so he can watch him. But the vet  
153 can only keep the dog for ten days."

Part 3  
161 Ten days passed. Barb went to the barnyard each day.  
171 The next day, Mark and Todd were waiting for Barb to show  
183 up for their walk through the park. They saw her at last.  
195 She smiled and explained, "There is a reason why I'm late.  
206 I had to make one stop."  
212 Barb let out a yell. A big black dog came running.  
223 "I want you to meet my new pal, Sparky," said Barb.  
234



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## Fluency Building Activities

### Repeated Readings

Engaging students in repeated readings is one of the best ways to build fluency. Students should read the same passage a number of times, attempting each time to read more words correctly per minute.

The teacher can time individual students each day and, for each student, maintain a graph of the number of words read correctly in one minute. The blank Reading Fluency Graph on page 190 may be used for this purpose.

### Partner Timed Readings

Students can also work with a partner for timed readings.

1. The teacher gives students time to practice reading a passage for a minute and teaches them how to determine the number of correct words per minute.
2. Student partners exchange books.
3. Partner 1 reads for one minute, while Partner 2 underlines any errors. (Students should be discouraged from debating about errors, since this will significantly reduce the number of words read.)
4. At the end of the minute, Partner 2 circles the last word read and then determines the number of words read accurately.
5. These steps are repeated for Partner 2.
6. Each student graphs the number of correct words per minute for each timed reading on a copy of the Reading Fluency Graph.

# 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; Shefelbine, 1990; Shefelbine 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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