

# PHONICS

## for Reading

Teacher Guide **Third Level**



Anita Archer  
James Flood  
Diane Lapp  
Linda Lungren

# TABLE OF CONTENTS

	Page
<b>The Phonics for Reading Series</b> .....	4
<b>Phonics for Reading, Third Level</b> .....	6
<b>Research Report</b> .....	16
<hr/>	
<b>Lesson 1</b> Introduction of <i>oo</i> words ( <i>moon</i> )	
Introduction of words with the word parts <i>un-</i> , <i>dis-</i> , <i>-able</i> , and <i>-ful</i> .....	22
<b>Lesson 2</b> Practice of words with <i>oo</i>	
Practice of words with the word parts <i>un-</i> , <i>dis-</i> , <i>-able</i> , and <i>-ful</i> .....	26
<b>Lesson 3</b> Practice of words with <i>oo</i>	
Practice of words with the word parts <i>un-</i> , <i>dis-</i> , <i>-able</i> , and <i>-ful</i> .....	30
<hr/>	
<b>Lesson 4</b> Introduction of <i>aw</i> and <i>au</i> words ( <i>saw</i> , <i>fault</i> )	
Introduction of words with the word parts <i>re-</i> , <i>pre-</i> , <i>-ness</i> , and <i>-less</i> .....	34
<b>Lesson 5</b> Practice of words with <i>aw</i> and <i>au</i>	
Practice of words with the word parts <i>re-</i> , <i>pre-</i> , <i>-ness</i> , and <i>-less</i> .....	38
<b>Lesson 6</b> Practice of words with <i>aw</i> and <i>au</i>	
Practice of words with the word parts <i>re-</i> , <i>pre-</i> , <i>-ness</i> , and <i>-less</i> .....	42
<hr/>	
<b>Lesson 7</b> Introduction of <i>oi</i> and <i>oy</i> words ( <i>oil</i> , <i>joy</i> )	
Introduction of words with the word parts <i>be-</i> , <i>de-</i> , and <i>-tion</i> .....	46
<b>Lesson 8</b> Practice of words with <i>oi</i> and <i>oy</i>	
Practice of words with the word parts <i>be-</i> , <i>de-</i> , and <i>-tion</i> .....	50
<b>Lesson 9</b> Practice of words with <i>oi</i> and <i>oy</i>	
Practice of words with the word parts <i>be-</i> , <i>de-</i> , and <i>-tion</i> .....	54
<hr/>	
<b>Lesson 10</b> Introduction of <i>ew</i> words ( <i>new</i> )	
Introduction of words with the word parts <i>in-</i> , <i>ex-</i> , <i>-ly</i> , and <i>-y</i> .....	58
<b>Lesson 11</b> Practice of words with <i>ew</i>	
Practice of words with the word parts <i>in-</i> , <i>ex-</i> , <i>-ly</i> , and <i>-y</i> .....	62
<b>Lesson 12</b> Practice of words with <i>ew</i>	
Practice of words with the word parts <i>in-</i> , <i>ex-</i> , <i>-ly</i> , and <i>-y</i> .....	66
<hr/>	
<b>Lesson 13</b> Introduction of <i>ou</i> words ( <i>loud</i> )	
Introduction of words with the word parts <i>con-</i> and <i>-ous</i> .....	70
<b>Lesson 14</b> Practice of words with <i>ou</i>	
Practice of words with the word parts <i>con-</i> and <i>-ous</i> .....	74
<b>Lesson 15</b> Practice of words with <i>ou</i>	
Practice of words with the word parts <i>con-</i> and <i>-ous</i> .....	78
<hr/>	
<b>Lesson 16</b> Introduction of <i>kn</i> , <i>ph</i> , <i>qu</i> , and <i>wr</i> words ( <i>know</i> , <i>phone</i> , <i>quack</i> , <i>write</i> )	
Introduction of words with the word parts <i>com-</i> and <i>-le</i> .....	82
<b>Lesson 17</b> Practice of words with <i>kn</i> , <i>ph</i> , <i>qu</i> , and <i>wr</i>	
Practice of words with the word parts <i>com-</i> and <i>-le</i> .....	86
<b>Lesson 18</b> Practice of words with <i>kn</i> , <i>ph</i> , <i>qu</i> , and <i>wr</i>	
Practice of words with the word parts <i>com-</i> and <i>-le</i> .....	90

ISBN 978-0-7609-6901-4

©2011, 2009, 2002, 1993—Curriculum Associates, LLC  
North Billerica, MA 01862

Permission is granted for reproduction of the  
reproducible pages in limited quantity for classroom use.  
All Rights Reserved. Printed in USA.

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

<b>Lesson 19</b>	Introduction of <i>tch</i> and <i>dge</i> words ( <i>match, bridge</i> ) Introduction of words with the word parts <i>pro-</i> and <i>-est</i> .....	94
<b>Lesson 20</b>	Practice of words with <i>tch</i> and <i>dge</i> Practice of words with the word parts <i>pro-</i> and <i>-est</i> .....	98
<b>Lesson 21</b>	Practice of words with <i>tch</i> and <i>dge</i> Practice of words with the word parts <i>pro-</i> and <i>-est</i> .....	102
<b>Lesson 22</b>	Introduction of words with the minor sound of <i>c</i> ( <i>cell, peace</i> ) Introduction of words with the word parts <i>a-</i> and <i>-ment</i> .....	106
<b>Lesson 23</b>	Practice of words with the minor sound of <i>c</i> Practice of words with the word parts <i>a-</i> and <i>-ment</i> .....	110
<b>Lesson 24</b>	Practice of words with the minor sound of <i>c</i> Practice of words with the word parts <i>a-</i> and <i>-ment</i> .....	114
<b>Lesson 25</b>	Introduction of words with the minor sound of <i>g</i> ( <i>cage, urge</i> ) Introduction of words with the word part <i>-ish</i> .....	118
<b>Lesson 26</b>	Practice of words with the minor sound of <i>g</i> Practice of words with the word part <i>-ish</i> .....	122
<b>Lesson 27</b>	Practice of words with the minor sound of <i>g</i> Practice of words with the word part <i>-ish</i> .....	126
<b>Lesson 28</b>	Introduction of words with the minor sound of <i>ow</i> ( <i>down, crowd</i> ) Introduction of words with the word part <i>-al</i> .....	130
<b>Lesson 29</b>	Practice of words with the minor sound of <i>ow</i> Practice of words with the word part <i>-al</i> .....	134
<b>Lesson 30</b>	Practice of words with the minor sound of <i>ow</i> Practice of words with the word part <i>-al</i> .....	138
<b>Lesson 31</b>	Introduction of words with the minor sound of <i>oo</i> ( <i>shook, book</i> ) Introduction of words with the word part <i>-ive</i> .....	142
<b>Lesson 32</b>	Practice of words with the minor sound of <i>oo</i> Practice of words with the word part <i>-ive</i> .....	146
<b>Lesson 33</b>	Practice of words with the minor sound of <i>oo</i> Practice of words with the word part <i>-ive</i> .....	150
<b>Lesson 34</b>	Introduction of words with the minor sound of <i>ea</i> ( <i>dread, meant</i> ) .....	154
<b>Lesson 35</b>	Practice of words with the minor sound of <i>ea</i> .....	158
<b>Lesson 36</b>	Practice of words with the minor sound of <i>ea</i> .....	162
<b>Answer Key</b>	.....	166
<b>Word Lists</b>	.....	184
<b>Individual Education Plan (IEP)</b>	.....	190
<b>Letters of Progress</b>	.....	195
<b>Placement Test</b>	.....	198
<b>Reading Fluency Graph</b>	.....	207
<b>Scope and Sequence Chart</b>	.....	208

# Phonics for Reading, Third Level

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

### Sounds and Letter Combinations

Lessons 1–15 introduce words with the vowel combinations *oo*, *aw*, *au*, *oi*, *oy*, *ew*, and *ou*.

Lessons 16–21 introduce words with the letter combinations *kn*, *ph*, *qu*, *wr*, *tch*, and *dge*.

Lessons 22–27 introduce words with the minor sounds of the consonants *c* and *g*.

Lessons 28–36 introduce words with the minor sounds of the vowel combinations *ow*, *oo*, and *ea*.

### Word Parts

Lessons 1–24 introduce words with the common beginnings *un-*, *dis-*, *re-*, *pre-*, *be-*, *de-*, *in-*, *ex-*, *con-*, *com-*, *pro-*, and *a-*.

Lessons 1–33 introduce words with the common endings *-able*, *-ful*, *-ness*, *-less*, *-tion*, *-ly*, *-y*, *-ous*, *-le*, *-est*, *-ment*, *-ish*, *-al*, and *-ive*.

For the complete Scope and Sequence, see the chart on page 208.

## Getting Started

*Phonics for Reading, Third 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 prefixes and suffixes.

The program assumes that students beginning *Phonics for Reading, Third Level*, can decode words containing single and double consonants, short vowels, long vowels, consonant digraphs (e.g., *sh*, *th*, *wh*), and consonant blends (e.g., *tr*, *bl*, *sm*) as well as words containing vowel combinations (e.g., *ai*, *ay*, *ee*, *ea*, *oa*, *ow*) and *r*-controlled vowels (e.g., *ar*, *er*, *or*, *ir*, *ur*). These skills are introduced in *Phonics for Reading, First Level* and *Second 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 198.)

### 2 Group Students for Instruction

*Phonics for Reading, Third 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, Third Level*, includes 36 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. The pronunciation of prefixes and suffixes are introduced to students. The affixes are then incorporated into multisyllable word-reading practice.
4. Words containing recently taught letter-sound associations and affixes appear in 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, Third 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 parts are identified at the start of each lesson.

## 2 New Sound

A focus sound (or sounds) is presented every third lesson, beginning in Lesson 1.

### Procedure

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

## 3 Sound Drill

This letter-sound correspondence activity is oral and teacher directed. It appears only in the teacher guide in Lessons 1–21.

### 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 /aaa/, /eee/.

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

## 4 New Words

A list of 8 or 12 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.

# Teacher Guide Lessons

A teacher-directed approach is recommended during instruction with *Phonics for Reading, Third 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.

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.

The following four-page section contains facsimiles from a teacher guide lesson. Numbered boxes call out and describe each feature of the lesson.

# LESSON 1

**1 OBJECTIVES**

- to introduce oo words with the sound of /oo/
- to introduce words with the word parts un-, dis-, -able, and -ful

**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 word.
- This word is **moon**. Say the word. *moon*
- The underlined sound is /oo/. Say the sound. /oo/
- Say the sound again. /oo/

(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.	oo	a	ai	ch
2.	ee	ay	i	oo
3.	u	oo	ea	ow
4.	igh	e	oa	oo

- Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /oo/, /aaa/, /aaa/, /ch/
- Look at the letters in line 2. Say the sounds. /eee/, /aaa/, /ii/, /oo/

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

**A. New Words**

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

1.	<u>food</u>	<u>soon</u>	<u>feed</u>
2.	<u>flirt</u>	<u>broom</u>	<u>flow</u>
3.	<u>spoon</u>	<u>brain</u>	<u>smooth</u>
4.	<u>choose</u>	<u>sport</u>	<u>tooth</u>

- Soon we shall be home.
- I need to get a broom.
- Jill likes to eat with her spoon.
- It is hard to choose the winner.

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

(Repeat step 4 with the remaining words in lines 1–2.)

- Touch the first word in line 3. Sound out this word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *spoon*
- 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? *brain*

(Repeat step 6 with the remaining words in lines 3–4. Then call on individual students to read a line.)

- Read sentence 5 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 6–8.)

22Lesson 1

5

### B. Challenge Words

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

rooster 1 2	scooter 1 2	moonlight 1 2	cartoon 1 2
toothbrush 1 2	schoolroom 1 2	teaspoon 1 2	
shampoo 1 2	raccoon 1 2	afternoon 1 2 3	

1. Find part B in your book.
2. Touch the first word. Sound out this word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *rooster*
3. Sound out the next word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *scooter*

(Repeat step 3 with the words **moonlight**, **cartoon**, **toothbrush**, **schoolroom**, **teaspoon**, **shampoo**, **raccoon**, and **afternoon**.)

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

6

### C. Word Parts

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

<u>un</u> lock	<u>dis</u> trust	agree <u>able</u>	hand <u>ful</u>
----------------	------------------	-------------------	-----------------

1. Find part C in your book.
2. Touch the first word. The word is **unlock**. What is the word? *unlock*
3. The underlined word part is **un**. What is the word part? *un*
4. The next word is **distrust**. What is the word? *distrust*
5. The underlined word part is **dis**. What is the word part? *dis*

(Repeat steps 4-5 with the words **agreeable** and **handful**.)

6. Let's read the word parts again. Look at the first word. What is the underlined word part? *un*

Lesson 1

23

7. Look at the next word. What is the underlined word part? *dis*

(Repeat step 7 with the words **agreeable** and **handful**.)

### D. Words with Word Parts

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

1. <u>un</u> real	<u>dis</u> card	<u>dism</u> ay	<u>un</u> chain
2. <u>help</u> ful	teach <u>able</u>	drink <u>able</u>	faith <u>ful</u>
3. <u>un</u> think <u>able</u>	<u>dis</u> gusting	<u>distrust</u> ful	<u>un</u> grate <u>ful</u>

1. Find part D in your book.
2. Touch the first word in line 1. Look at the underlined word part. What is the word part? *un*
3. Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *unreal*
4. Touch the next word. Look at the underlined word part. What is the word part? *dis* Read the word to yourself. Put your thumb up when you can say the word. (Wait until thumbs are up.) What is the word? *discard*

(Repeat step 4 with the remaining words in lines 1-3. Then call on a student to read a line.)

### E. Sight Words

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

<b>all</b>	<b>call</b>	<b>hall</b>	<b>ball</b>	<b>tall</b>
<b>because</b>	<b>through</b>	<b>also</b>	<b>about</b>	
<b>care</b>	<b>find</b>	<b>were</b>	<b>one</b>	<b>your</b>
<b>who</b>	<b>some</b>	<b>how</b>	<b>many</b>	

1. Find part E in your book.
2. These are words that may be difficult to sound out.
3. Touch the first word. The word is **all**. What is the word? *all*
4. The next four words sound like **all**. The next word is **call**. What is the word? *call*

(Repeat step 4 with the remaining words in the first line.)

5

## Challenge Words

At least 8 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 and say each word.

6

## Word Parts

In Lessons 1-33, 12 prefixes and 14 suffixes are presented. Students learn to recognize the prefixes and suffixes as units.

### Procedure

Students repeat the words and word parts after the teacher pronounces them.

7

## Words with Word Parts

In each lesson, 12 to 16 multisyllable words containing previously introduced prefixes and suffixes are presented.

### Procedure

Students pronounce the underlined prefix and/or suffix, sound out, and say each word.

8

## Sight Words

A list of 10 to 18 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.

## 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.

## 9 Passages

A narrative or expository passage is included in each lesson.

### Procedure

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

## 10 Spelling

This activity appears only in the teacher guide and is included in every lesson.

### Procedure

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

Students slow down the pronunciation for each word, say the sounds or parts of the word, and write the corresponding letters or parts on a sheet of paper.

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

## 11 Practice Activities

Three 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.

9

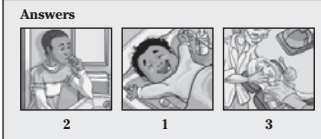
- The next word is **because**. What is the word?  
*because*  
(Repeat step 5 with the remaining words.)
- Let's read these words again. (Call on individual students to read the Sight Words.)

### F. Passages

(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. *Tooth Care*
- 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.)
- (Ask the following questions about Part 1.)
  - Why do babies have to eat soft food?
  - How many teeth does a grown-up have?
  - Why do you need to take care of your teeth?
- Read Part 2 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
- Let's read Part 2 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 2 has been read.)
- (Ask the following questions about Part 2.)
  - Why is it important to clean your teeth?
  - Why should you brush your teeth up and down?
  - When should you brush your teeth?
- Read Part 3 to yourself. Read it very carefully. Put your thumb up when you are done. (Wait until thumbs are up.)
- Let's read Part 3 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 3 has been read.)
- (Ask the following question about Part 3.)
  - How does a dentist help you take care of your teeth?

- Look at the three pictures. Figure out which picture goes with each part of the story. Write the correct number under each picture. (Monitor and check students' responses.)



### Spelling

(Have students take out a piece of paper.)

- Let's practice spelling some of these words.
- Your first spelling word is **soon**. Write **soon**.
- (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 2–3 with the word **tooth**.)
- Your next spelling word is **teaspoon**. Say the parts in **teaspoon**. First part. *tea*  
Next part. *spoon* Write 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. (Monitor.)  
(Repeat steps 4–5 with the words **afternoon**, **helpful**, **unreal**, and **teachable**.)
- Listen. **Fred can ride a scooter to the store.** 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

1. soon	5. helpful
2. tooth	6. unreal
3. teaspoon	7. teachable
4. afternoon	8. Fred can ride a scooter to the store.

24

Lesson 1

10

## 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



**11****G. Practice Activity 1**

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

1. Find part G in your book.
2. Read the directions. (Call on a student to read the directions.) *Read each question. Look back at the story on page 5. Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part G later.

**11****H. Practice Activity 2**

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

1. Find part H in your book.
2. Read the directions. (Call on a student to read the directions.) *Underline all the endings that make sense.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. You will finish part H later.

**11****I. Practice Activity 3**

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

1. Find part I in your book.
2. Read the directions. (Call on a student to read the directions.) *Fill in each blank with the best word.*
3. Do number 1. Put your thumb up when you are finished. (Monitor and check.)
4. Now go back and finish parts G, H, and I.

Lesson 1

**Work Check for Parts G, H, and I**  
(Oral Teacher-Directed Activity)**12**

1. Find part G 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 activity. (Monitor students.)  
(Repeat steps 1–3 with parts H and I.)
4. Now go back and correct any mistakes. (Monitor students.)

**Answers for Part G****Part 1**

1. **teeth**
2. **thirty-two**
3. **food**

**Part 2**

4. **brush, toothbrush**
5. **bed, meal**

**Part 3**

6. **dentist**
7. **hole**
8. **brush, checkups**

**Answers for Part H**

1. a. sit in a schoolroom  
b. stir tea with a teaspoon  
c. clean her teeth with a toothbrush
2. b. ride a scooter to the store

**Answers for Part I**

- |                     |                       |
|---------------------|-----------------------|
| 1. <b>unlock</b>    | 7. <b>grateful</b>    |
| 2. <b>handful</b>   | 8. <b>teachable</b>   |
| 3. <b>helpful</b>   | 9. <b>distrustful</b> |
| 4. <b>drinkable</b> | 10. <b>dismay</b>     |
| 5. <b>unreal</b>    | 11. <b>agreeable</b>  |
| 6. <b>discard</b>   | 12. <b>Unchain</b>    |

**13****Checking Up**

(Oral Teacher-Directed Activity)

Practice reading Part 2 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 2 until you can read it without any errors.

(Ask each student to read Part 2. Record in his or her book the number of errors in the first fifty words read.)

NOTE: If 90 percent of the students make two errors or fewer, you may move on to Lesson 4. If not, repeat Lesson 3.)

**12****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 166–183.

**13****Checking Up**

This formal measure of students' skills appears at the end of every third lesson. 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 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 Checking Up. 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- and two-syllable words are introduced.

## 3 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.

## 4 Word Parts

Word beginnings (prefixes) and word endings (suffixes) are introduced and practiced.

## 5 Words with Word Parts

Multisyllable words with previously taught prefixes and suffixes are introduced. They include two-syllable words with a prefix, two-syllable words with a suffix, and words with two or three affixes. All remaining syllables contain known letter-sound correspondences.


## 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.

# Student Book Lessons

*Phonics for Reading, Third Level*, includes 10 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 word.  
moon

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

1. <u>food</u>	<u>soon</u>	<u>feed</u>
2. <u>flirt</u>	<u>broom</u>	<u>flow</u>
3. <u>spoon</u>	<u>brain</u>	<u>smooth</u>
4. <u>choose</u>	<u>sport</u>	<u>tooth</u>

5. Soon we shall be home.  
6. I need to get a broom.  
7. Jill likes to eat with her spoon.  
8. It is hard to choose the winner.

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

<u>rooster</u> 1 2	<u>scooter</u> 1 2	<u>moonlight</u> 1 2	<u>cartoon</u> 1 2	<u>toothbrush</u> 1 2
<u>schoolroom</u> 1 2	<u>teaspoon</u> 1 2	<u>shampoo</u> 1 2	<u>raccoon</u> 1 2	<u>afternoon</u> 1 2 3

**4** **C. Word Parts.** Say the words.

unlock   distrust   agreeable   handful

**5** **D. Words with Word Parts.** Say the words.

1. <u>unreal</u>	<u>discard</u>	<u>dismay</u>	<u>unchain</u>
2. <u>helpful</u>	<u>teachable</u>	<u>drinkable</u>	<u>faithful</u>
3. <u>unthinkable</u>	<u>disgusting</u>	<u>distrustful</u>	<u>ungrateful</u>

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

all	call	hall	ball	tall
because	through	also	about	
care	find	were	one	your
who	some	how	many	

4

7

F. Passages. Read each part of the story. Write the story part number under the picture that goes with each story part.

Into the Unknown

Part 1
For days, all Trish spoke of was wanting to go into the past again. "If you only knew how tremendous it was, you would be begging to go!" she said to Philip. "You also must remember you told me you would go with me if I came back safely. I did! Start thinking about a time you would like to explore." Philip would still not commit himself.

Part 2
They went to the room that housed the time machine. They knocked first to make sure Quay was not in the room. When they went in, Trish asked Philip where he wanted the time machine to take them. "We are going to see the Sphinx and check out her riddle," Philip said. Trish started to speak, but Philip said, "Wait. I know people say that the Sphinx was a phantom and that she was not real. As the story goes, she would ask people a riddle. If they did not answer it right, she killed them. First of all, if the Sphinx is real, she cannot kill us. Besides, all the time machine knows is what we tell it. If there was no real Sphinx, the machine should take us to the Sphinx carved in rock on the Nile River. It cannot hurt to try."

Part 3
Philip wrote "SPHINX" on the screen while Trish set the buttons on the panel. Then they put on the wristbands that would make them return. They sat in the launch seat; Philip hit the start button, and with a quick thrust they were off! They woke up on the banks of the Nile River. The Sphinx was not there. It was a cool and tranquil, and the Sphinx was not there. Back in the time machine, Philip said, "Keep me company." "Not me!" Trish said. "Telling me to be hard enough to explain to a riddle."



©Curriculum Associates, LLC Phonics for Reading, This

8

G. Practice Activity 1. Read each question. Look back at the story on page 73. Fill in each blank with the best word.

- Part 1
1. What did Trish want to do?
Trish wanted to go into the \_\_\_\_\_ again.
2. What did Philip insist on when he agreed to go into the past?
Philip insisted that they tell \_\_\_\_\_ about the trip when they returned.
Part 2
3. Why did they knock before they went into the room with the time machine?
They knocked first to make sure \_\_\_\_\_ was not in the room.
4. What did Philip want to see?
Philip wanted to see the \_\_\_\_\_.
Part 3
5. What did Philip write on the screen?
He wrote "\_\_\_\_\_" on the screen.
6. Where did they wake up?
They woke up on the banks of the \_\_\_\_\_ River.
7. What was the Sphinx?
The Sphinx was \_\_\_\_\_.
8. What was Quay?
Quay was a \_\_\_\_\_.

8

H. Practice Activity 2. Read the story. Fill in the blank with the best word.

When the bike's wheel began to squeak, Liz knew that something was wrong. If she did not stop the bike, Liz knew she would have a wreck. Liz quickly steered her bike onto the grass. When the wheels hit the grass, Liz was quickly thrown off the bike. Liz was smart to make the wreck happen on the grass.

- 1. The bike's wheel began to \_\_\_\_\_.
squeak stop quit
2. Liz knew that something was \_\_\_\_\_.
wrist wreck wrong
3. Liz knew that she would have a \_\_\_\_\_.
wreck wrong wrung
4. Liz steered the bike onto the \_\_\_\_\_.
rose path grass
5. Liz was thrown off her \_\_\_\_\_.
wheel bike ground
6. Liz was smart to have the wreck happen on the \_\_\_\_\_.
phone grass road

9

Correct

8

I. Practice Activity 3. Underline the endings that make sense.

- 1. Philip can \_\_\_\_\_.
a. put liquid into the pitcher
b. wipe off the water from his windows
c. slip through a knothole in the wall
d. read a pamphlet about growing plants
2. Lewis could \_\_\_\_\_.
a. put a jackknife in his knapsack
b. get into a knapsack
c. see a dolphin in the sea
d. run quickly through quicksand

9

Correct

10

Checking Up

7

Passages

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

The ability to decode words is a necessary preskill for purposeful reading and comprehension.

8

Practice Activities

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 recall details from the story passage, complete sentences, answer questions, and eliminate words that do not belong in a group.

9

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.

10

Checking Up Box

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

# 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, Third Level*.

## Individual Education Plan (IEP)

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

(pages 190–194)

## Placement Test

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.

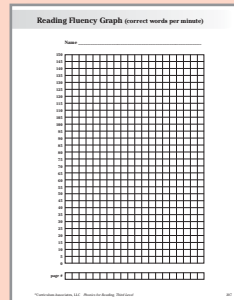
(pages 198–206)

## Letters of Progress

Progress letters may be sent home to family members to inform them about their child's performance. Each of the three letters is to be sent home after the completion of 12 lessons.

(pages 195–197)

## Reading Fluency Graph



This graph may be used by the teacher and students to record and plot the progress of how many words each student reads correctly per minute.

(page 207)

# 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 an animal you might hear in the morning." (rooster) 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.

## 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. **Passages.** Read each part of the story. Write the story part number under the picture that goes with each story part.

**The Newsstand**

**Part 1**  
17 After school, Kris met with Beth and Liz at the new music store. "You did it, Kris,"  
said Liz. "We are so happy for you!"  
25 "Thank you," said Kris. "I can't wait to start my job as a news reporter. You were  
42 right, Beth. A news reporter has to *find* the news rather than waiting for it to happen.  
59 I have a plan that will help me be the best news reporter the school has had."

**Part 2**  
76 Later that week, Kris went to see Mrs. Drew at the *Daily Free News*. "Mrs. Drew, " Kris  
93 said, "I would like to join your news crew. I am a news reporter at school. I want to  
112 report important news to my school. This is the best way to get up-to-date news."  
127 "That's a smart plan," said Mrs. Drew. "I would like to have you work with my news  
143 crew. But, I have another plan that may be more helpful to you." Kris's smile grew wide.

**Part 3**  
160 Liz and Beth were jogging down Dew Street on Saturday morning when they saw Kris  
175 standing in a corner newsstand. "Kris, what are you *doing*?" asked Beth.  
187 "I am working for Mrs. Drew at the *Daily Free News*. I work at this newsstand selling  
204 newspapers from all over each Saturday morning. Mrs. Drew said that I could read and  
219 keep all the newspapers I want! You are speaking with one news reporter who will keep  
235 the school newspaper up-to-date!"  
239

## 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 207 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.

## References

---

- Adams, M. J. 1990. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.
- Adams, M. J., R. Treiman, and M. Pressley. 1998. Reading, writing, and literacy. In *Handbook of Child Psychology* 4, edited by I. E. Sigel and K. A. Renninger, 275–355. New York: Wiley.
- Ambruster, B., F. Lehr, and J. Osborn. 2001. *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.
- Anderson, R. C., E. H. Heibert, J. A. Scott, and I. A. G. Wilkinson. 1985. *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, D.C.: National Institute of Education.
- Archer, A. L., M. M. Gleason, and V. L. Vachon. 2003. Decoding and fluency: Foundation skills for struggling older readers. *Learning Disability Quarterly* 26, pp. 89–101.
- Archer, A., and C. Hughes. 2011. *Explicit Instruction: Effective and Efficient Teaching*. New York: Guilford.
- Ball, E. W., and B. A. Blachman. 1991. Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly* 26 (1): 33–44.
- Beck, I. L., 2006. *Making sense of phonics: The hows and whys*. New York: Guilford.
- Blachman, B. A. 2000. Phonological awareness. In M. L. Kamil, P. B. Rosenthal, P. D. Pearson, and R. Barr (eds), *Handbook of reading research*, Vol. 3 (pp. 483–502). Mahwah, NJ: Erlbaum.
- Blevins, W. 1998. *Phonics from A to Z: A Practical Guide*. New York: Scholastic.
- Carnine, D. W., J. Silbert, E. J. Kame'enui, S. Tarver, and K. Jungjohann. 2006. *Teaching struggling and at-risk readers*. Upper Saddle River, NJ: Pearson.
- Chall, J. S. 1996. *Learning to Read: The Great Debate*. New York: McGraw-Hill.
- Chall, J. S., and H. M. Popp. 1996. *Teaching and Assessing Phonics: A Guide for Teachers*. Cambridge, MA: Educator's Publishing Service.
- Chard, D. J., and J. Osborn. 1999. Phonics and word-recognition instruction in early reading programs: Guidelines for accessibility. *Learning Disabilities Research and Practice* 14(2): 107–117.
- Chard, D. J., and S. V. Dickson. 1999. Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic* 34: 261–270.
- Chard, D. J., S. Vaughn, and B. J. Tyler. 2002. A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities* 35, 386–406.
- Cunningham, P. M., & Stanovich. 1998. The multisyllabic-word dilemma: Helping students build meaning, spell, and read “big” words. *Reading and Writing Quarterly: Overcoming Learning Difficulties* 14: 189–218
- Ehri, L. 2000. Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders*, 20(3), 19–49.
- Ehri, L. 1994. Development of the ability to read words. In *Theoretical Models and Processes of Reading*, edited by R. Ruddell, M. Ruddell, and H. Singer. Newark, DE: International Reading Association.
- Ehri, L. C., & T. Roberts. 2006. The roots of learning to read and write: Acquisition of letters and phonemic awareness. In *Handbook of early literacy research*, Vol. 2, eds. D. K. Dickinson & S. B. Neuman, 113–31. New York: Guilford.
- Foorman, B. R., D. J. Francis, S. E. Shaywitz, B. A. Shaywitz, and J. M. Fletcher. 1997. The case for early reading intervention. In *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention*, edited by B. A. Blachman, 243–264. Mahwah, NJ: Erlbaum.
- Fry, E., D. Fountoukidis, and J. Polk. 1985. *The New Reading Teacher's Book of Lists*. Upper Saddle River, NJ: Prentice-Hall.
- Hasbrouck, J. 2006, Summer. Drop everything and read—but how? *The American Educator*, 30(2), 22–31.
- Hasbrouck, J. E., and G. Tindal. 1992. Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children* 24(3): 41–44.
- Honig, B., L. Diamond, and L. Gutlohn. 2008. *Teaching Reading Sourcebook for Kindergarten Through Eighth Grade*. Second Edition. Novato, CA: Arena Press.
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702–714.
- Joshi, M., Treiman, R., Carreker, S., & Moats, L. C. (2008/2009) How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*, 32(4), 6–16, 42–43.

- Johns, J. L. 1980. First-graders' concepts about print. *Reading Research Quarterly* 15.
- Juel, C. 1994. *Learning to Read in One Elementary School*. New York: Springer-Verlag.
- Juel, C. 1991. Beginning reading. In *Handbook of Reading Research 2*, edited by R. Barr, M. L. Kamil, P. B. Mosenthal, and P. D. Pearson. Mahwah, NJ: Erlbaum.
- Just, M. A., and P. A. Carpenter. 1987. *The Psychology of Reading and Language Comprehension*. Boston: Allyn and Bacon.
- LaBerge, D., and S. J. Samuels. 1974. Toward a theory of automatic information processing in reading. *Cognitive Psychology* 6: 292–323.
- Lane, H. B, and P. C. Pullen. 2004. *A sound beginning: Phonological awareness assessment and instruction*. Boston: Allyn & Bacon.
- McKeown, M.G., Beck, I. L., and Blake, R. K. 2009, July/August/September. Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. *Reading Research Quarterly*, 44(3), 218–253.
- Mewhort, D. J. K., and A. J. Campbell. 1981. Toward a model of skilled reading: An analysis of performance in tachistoscopic tasks. In *Reading Research: Advances in Theory and Practice 3*, edited by G. E. MacKinnon and T. G. Walker, 39–118. New York: Academic Press.
- Meyer, M. S. and R. H. Felton. 1999. Repeated reading to enhance fluency: Old approaches and new directions. *Annals of Dyslexia*, 49, 283–306.
- Moats, L. C. 2005. When older students can't read. *Educational Leadership*, 58, 36–40.
- Morrow, L. M., Rueda, R., & Lapp, D. (2009) *Handbook of research on literacy and diversity*. New York: Guilford.
- Nagy, W., and R. C. Anderson. 1984. How many words are there in printed school English? *Reading Research Quarterly* 19: 304–330.
- National Reading Panel. 2000. *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Bethesda, MD: National Institute of Child Health and Human Development.
- Rayner, K., and A. Pollatsek. 1989. *The Psychology of Reading*. Englewood Cliffs, NJ: Prentice Hall.
- Share, D., and K. E. Stanovich. 1995. Cognitive processes in early reading development: Accommodating individual differences into a mode of acquisition. *Issues in Education: Contributions for Educational Psychology* 1: 1–57.
- Shenfeld, J. 1990. A syllable-unit approach to teaching decoding of polysyllabic words to fourth- and sixth-grade disabled readers. In *Literacy Theory and Research: Analysis from Multiple Paradigms*, edited by J. Zutell and S. McCormick, 223–230. Chicago: National Reading Conference.
- Shenfeld, J., and J. Calhoun. 1991. Variability in approaches to identifying polysyllabic words: A descriptive study of sixth graders with highly, moderately, and poorly developed syllabication strategies. In *Learner Factors/Teacher Factors: Issues in Literacy Research and Instruction*, edited by J. Zutell and S. McCormick, 169–177. Chicago: National Reading Conference.
- Singer, B. and A. Bashir. 2004. Developmental variations in writing. In Stone, C. A., Silliman, E. R., Ehren, B. J., and Apel, K. (Eds.), *Handbook of Language and Literacy: Development and Disorders*, pp. 559–582. New York: Guilford.
- Snider, V. E. 1995. A primer on phonemic awareness: What it is, why it's important, and how to teach it. *School Psychology Review* 24: 443–455.
- Snow, C. E., M. S. Burns, and P. Griffin. 1998. *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.
- Stanovich, K. E. 1986. Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly* 21: 360–407.
- Stanovich, K. E. 1994. Romance and reality. *The Reading Teacher* 47(4): 280–291.
- Torgesen, J. K. 2002. The prevention of reading difficulties. *Journal of School Psychology*, 40, 7–26.
- Torgesen, J. K. 2004. Preventing early reading failure. *American Educator*, Fall.
- Torgesen, J. K., R. K. Wagner, and C. A. Rashotte. 1994. Longitudinal studies of phonological processing and reading. *Journal of Learning Disabilities* 27: 276–286.
- Torgesen, J. K. and R. Hudson. 2006. Reading fluency: Critical issues for struggling readers. In S. J. Samuels and A. Farstrup (Eds.), *Reading Fluency: The forgotten dimension of reading success*. Newark, DE: International Reading Association Monograph of the British Journal of Educational Psychology.
- Torgesen, J. K, and P. Mathes. 1998. What every teacher should know about phonological awareness. *CORE Reading Research Anthology*. Novato, CA: Arena Press.