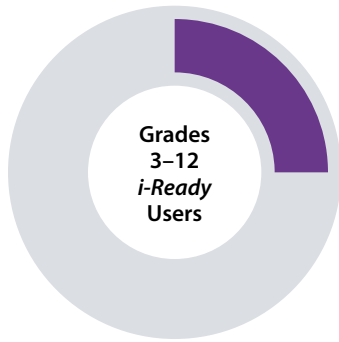**i-Ready**® Learning

PHONICS for Reading

Program Overview

For Grades 3–12

PHONICS for Reading **removes roadblocks** for older students struggling to read

i-Ready **data reveals that by the end of Grade 5, 25 percent of all students have not yet reached proficiency in the Phonics domains.** However, curriculum for older students isn't typically designed to fill these critical gaps in learning, making it difficult for older students to catch up.

Grades 3–12 *i-Ready* Users
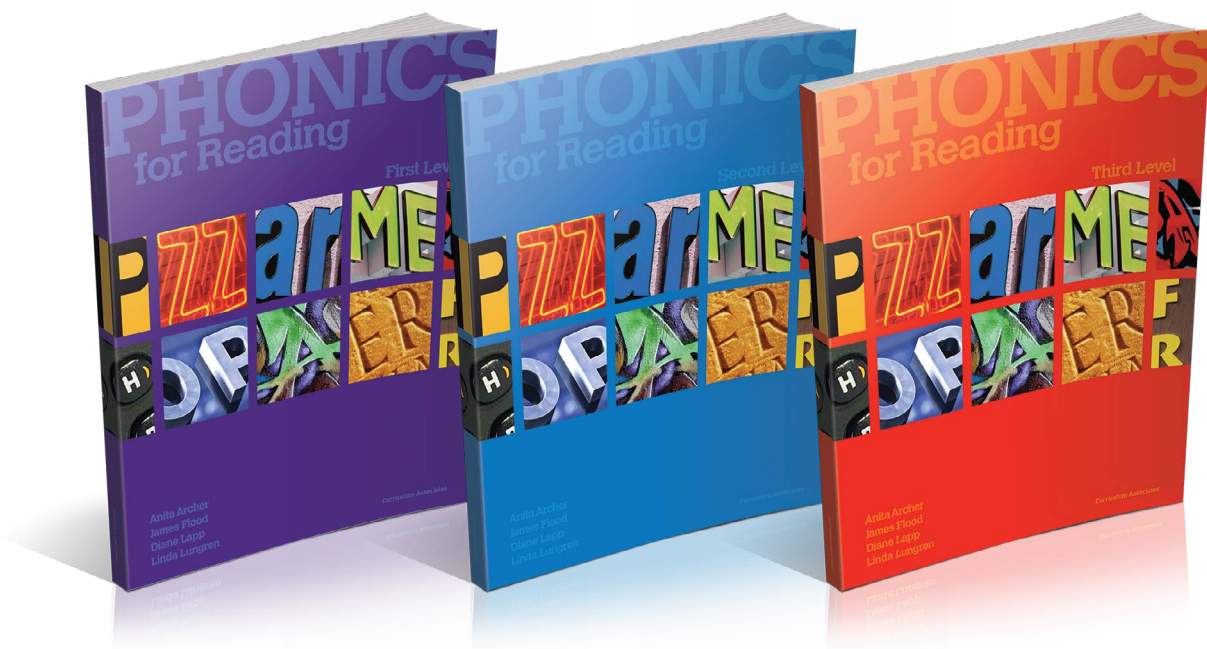
Along with author Dr. Anita Archer, Curriculum Associates developed *PHONICS for Reading* with these students in mind. With age-appropriate content and illustrations, *PHONICS for Reading* is designed to ensure that older students feel comfortable and, more importantly, empowered by their foundational skills instruction.

PHONICS for Reading is a phonics intervention program that provides a lifeline to older students who are struggling to read.

Know where to start:

i-Ready data enables educators to identify struggling students and, along with placement tests in *PHONICS for Reading*, help these students begin their journey to phonics mastery.

Build comprehension and confidence:

PHONICS for Reading offers age-appropriate, routine-based instruction that addresses phonics skills gaps in older students, increasing students' proficiency and self-confidence.

Teach with structured support:

PHONICS for Reading offers guidance and predictability that makes it simple for educators to implement regardless of their past experience.

Boost student achievement:

PHONICS for Reading was developed by experts using research-based best practices, and districts across the US use it to provide students with a path to success.

"Using *PHONICS for Reading* with fidelity on a daily basis has built confidence in our most fragile readers as well as strengthened their reading comprehension and improved their scores in the Phonics domains."
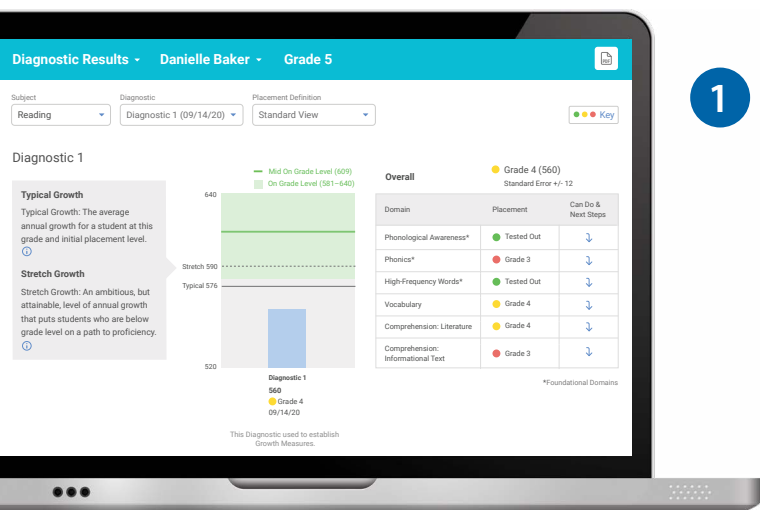
—Amy C., Reading Coach, Duval County Public Schools, FL
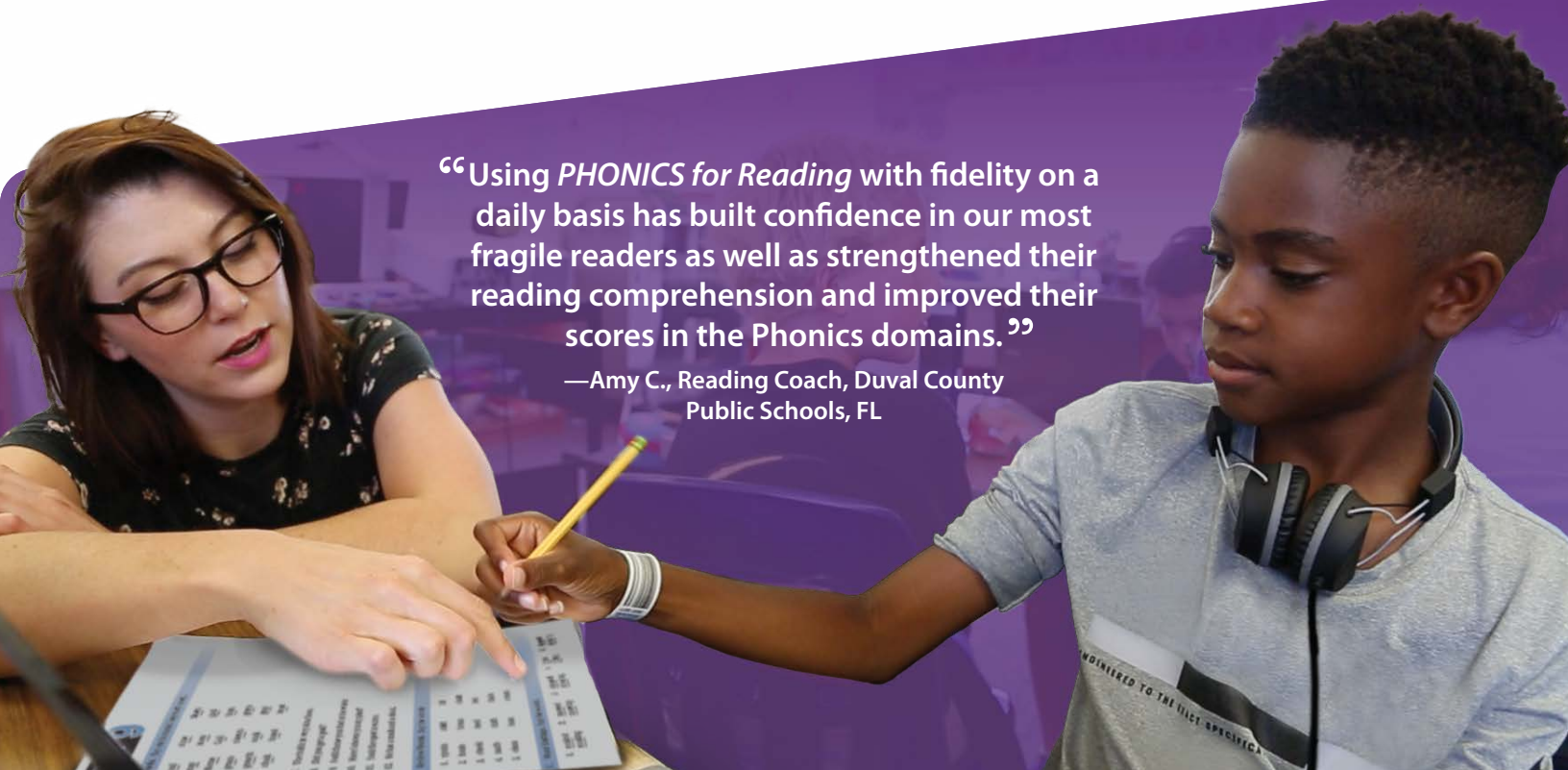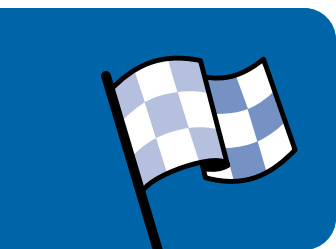
Know where to start to set students on a path to reading success

Three simple steps are all it takes to begin implementing the *PHONICS for Reading* program with struggling students.

Diagnostic Results ▾   Danielle Baker ▾   Grade 5

Subject	Diagnostic	Placement Definition
Reading ▾	Diagnostic 1 (09/14/20) ▾	Standard View ▾

● ● ● Key

Diagnostic 1

Typical Growth
Typical Growth: The average annual growth for a student at this grade and initial placement level. ⓘ

Stretch Growth
Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency. ⓘ

640
— Mid On Grade Level (609)
☐ On Grade Level (581–640)
Stretch 590
Typical 576
520

Overall   ● Grade 4 (560)
Standard Error +/- 12

Domain	Placement	Can Do & Next Steps
Phonological Awareness*	● Tested Out	⤋
Phonics*	● Grade 3	⤋
High-Frequency Words*	● Tested Out	⤋
Vocabulary	● Grade 4	⤋
Comprehension: Literature	● Grade 4	⤋
Comprehension: Informational Text	● Grade 3	⤋

*Foundational Domains

Diagnostic 1
560
● Grade 4
09/14/20

This Diagnostic used to establish Growth Measures.

1 Start with *i-Ready*.

i-Ready's adaptive Diagnostic helps identify which students need phonics support and directs educators to the appropriate level within the *PHONICS for Reading* series.

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
● Tested Out	● Grade 3 514	● Tested Out	● Grade 4 561	● Grade 4 547	● Grade 3 519

» Placement by Domain identifies the areas within phonics where a student needs additional support.

Developmental Analysis

This domain focuses on how accurately students decode written words. Danielle will benefit from instruction or review in using syllabication patterns to determine syllable sounds as well as practice decoding multisyllabic words to build fluency. The skills in this domain extend through Grade 3.

Can Do ⓘ

Decode multisyllabic words.
Decode common three- and four-syllable words.
Standards

Decode multisyllabic words.
Decode five-syllable words and less common three- and four-syllable words.
Standards

Identify syllable sounds.
Identify syllable sounds in multisyllabic words.
Standards

Decode multisyllabic words with prefixes and suffixes.
Decode multisyllabic words with common prefixes and suffixes.
Standards

Next Steps and Resources for Instruction ⓘ

— **Practice using syllabication patterns to determine syllable sounds.**
  • Remind Danielle and other students that an effective way of decoding multisyllabic words is to begin by looking for syllable patterns and determining whether syllables are open or closed. After dividing the word into syllables, students can sound out and blend the word, syllable by syllable.
  • Write a multisyllabic word and draw vertical lines in the word to show the syllables. For example, display in | vig | or | ate.
  • Discuss with students the different syllable patterns in the word and pronounce each syllable individually. Then blend the syllables and say the word.
  • Repeat with other multisyllabic words such as contemplative, domesticate, and methodical.

Tools for Instruction
Multisyllabic Words: Three and Four Syllables 📄

Additional Resources
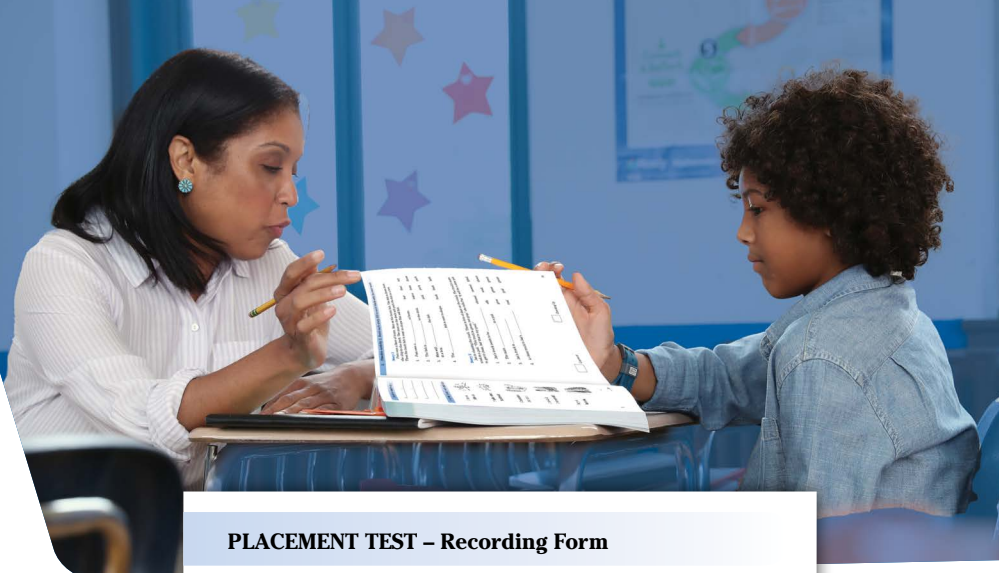*Phonics for Reading*
Third Level
All the lessons in this book, including fluency practice with decodable passages

— **Provide repeated practice decoding multisyllabic words.**
  • Danielle will benefit from decoding the same multisyllabic words multiple times.

» Next Steps and Resources for Instruction highlights which level within the *PHONICS for Reading* series is appropriate for the student.

2 Pinpoint specific lessons with a placement test.

A short oral assessment within *PHONICS for Reading* helps pinpoint the right lessons to help get the student started.

PLACEMENT TEST – Recording Form

Name _____ Date _____

Phonics for Reading—Second Level (2)

Lessons 1–12   Subtest C

braid	beach	trait	clean	soap
shown	boast	flight	spray	speech
speedway	daydream		brightness	shadow

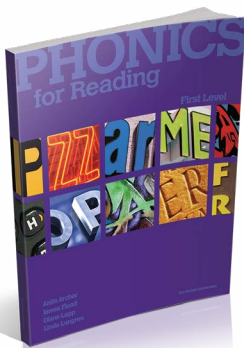If the student correctly reads 14 parts, continue with Subtest D. _____/18 _____%

Lessons 13–20   Subtest D
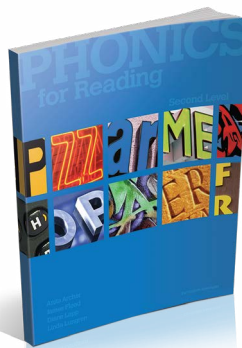
| brave | slap | smoke | wide | plate |

3 Implement targeted instruction.

Using the appropriately leveled book, students begin their journey to become better readers and ultimately more successful students.
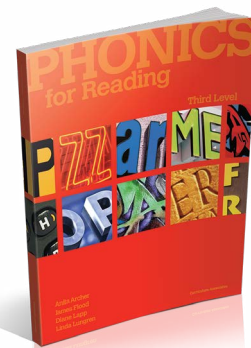
LEVEL 1	LEVEL 2	LEVEL 3
short vowels	vowel combinations	vowel/letter combinations
consonants	*r*-controlled vowel sounds	prefixes and suffixes
blends	compound endings	minor consonant sounds for *c* and *g*
digraphs	*CVCe* words	minor vowel sound combinations

Build student confidence with *age-appropriate, routine-based instruction*

Every *PHONICS for Reading* lesson uses a systematic sequence of instruction, providing a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency.

This approach ensures students progress quickly through lessons, keeping them motivated and feeling successful.

Emphasize key reading skills

Phonemic awareness activities like blending and segmenting build foundational reading skills *(not shown)*.

Strengthen decoding skills through progression from decoding

1 Single- and

2 Multisyllable words to

3 Full passages

4 Relentless repetition builds accuracy, automaticity, and fluency.

LESSON 9

1 **New Words.** Say each sound. Say each word.

1. coal	slow	flown
2. may	mow	goal
3. throw	Gail	foam
4. groan	shown	green
5. growth	soak	gray
6. cloak	boast	beast

7. The traffic is very slow here.
8. Did you get a goal?
9. I will throw your hat in the water.
10. Have I shown you my plan?
11. Soak the spot in water.
12. He has a mask and a cloak.

B. Review Words. Say the words.

1. sprain	shift	lift
2. brain	brass	chain
3. cheek	feed	fed
4. math	faith	flash
5. clean	lean	cream

C. Word Endings. Say the words.

1. soaked	2. mowed	3. cl...
soaking	mowing	cl...

36

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

snowdrift	shadow	sailboat	follow	coatrack	seacoast
1 2	1 2	1 2	1 2	1 2	1 2

E. Sight Words. Say the words.

there to work all after was you little said were

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 Deal with Dad

3 **Part 1**

"Lim, may I speak with you?" said Dad. "I need a little help.
13 A man I work with, Ed Hill, is on his way to see me. His son,
29 Nat, is with him. Will you play with Nat? That way, Ed and I
43 can work in the shop. Is it a deal?"
52 "Nat Hill boasts all day, Dad," Lim groaned. "But, yes,
62 it is a deal."

Part 2

66 "We can play in the den," Lim said to Nat. "My trains are
79 in there."
81 In the den, Nat said, "That is a little train set. I own a very
95 big set of trains." Nat sat down and said, "Look! The clock on

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

1. _____ 3. _____

2. _____ 4. _____

5. _____

_____

H. Practice Activity 1. Draw a line under the sentence that goes with each picture.

4
1. The coals are hot.
   The little tree will grow.

2. The gulls have flown to the rocks.
   We groaned at the slow traffic.

3. Ed drops the soap in the tub.
   Ed soaks his feet in the tub.

4. Lim has a deal with Dad.
   Lim has shown his train set to Nat.

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Student Book, Level 2, Lesson 9

Ensure *teachers have the support they need* to teach phonics to older students

PHONICS for Reading's upper-grade Teacher Guide helps educators implement phonics instruction by providing scripted lessons that outline what to do and say, placement tests that identify where to start, and timed readings to monitor progress.

PHONICS for Reading gives educators the resource they have been missing to teach struggling readers and provides them with the critical instructional roadmap for success.

1 Focus on student learning by using scripted text, which walks them through what to do and say during each part of the scaffolded lessons.

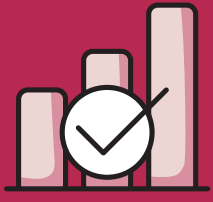**2** Easily monitor student progress with placement tests and timed readings.

LESSON 9

OBJECTIVES
- *to practice words with* oa *and* ow
- *to practice words with both word endings* -ed *and* -ing

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

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

1.	oa	ee	ow	a
2.	ai	i	u	ay
3.	sh	ow	oa	ck
4.	ea	e	ai	oa
5.	ow	ay	o	ch

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /$\overline{ooo}$/, /$\overline{eee}$/, /$\overline{ooo}$/, /aaa/

2. Look at the letters in line 2. Say the sounds. /$\overline{aaa}$/, /iii/, /uuu/, /$\overline{aaa}$/

(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.)

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

1. Let's practice saying some words. I will say a word, and then you will say the sounds in the word.
2. The first word is **groan**. What is the word? *groan*
3. Say the sounds in **groan**. Put up a finger for each sound. /g/ /rrr/ /$\overline{ooo}$/ /nnn/
4. The next word is **flown**. What is the word? *flown*
5. Say the sounds in **flown**. Put up a finger for each sound. /fff/ /lll/ /$\overline{ooo}$/ /nnn/

(Repeat steps 4 and 5 with these words:)

growth	/g/	/rrr/	/$\overline{ooo}$/	/th/
beast	/b/	/$\overline{eee}$/	/sss/	/t/
shown	/sh/	/$\overline{ooo}$/	/nnn/	

A. New Words

(Have students open their books to Lesson 9, page 36.)

1.	coal	slow	flown
2.	may	mow	goal
3.	throw	Gail	foam
4.	groan	shown	green
5.	growth	soak	gray
6.	cloak	boast	beast

7. The traffic is very slow here.
8. Did you get a goal?
9. 1 will throw your hat in the water.
10. Have I shown you my plan?
11. Soak the spot in water.
12. He has a mask and a cloak.

1. Find part A in your book.
2. Touch the first word in line 1. Look at the underlined letters. What is the sound? /$\overline{ooo}$/
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *coal*
4. Touch the next word. Look at the underlined letters. What is the sound? /$\overline{ooo}$/ 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? *slow*

(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? *groan*
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? *shown*

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

56   Lesson 9

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2 **PLACEMENT TEST – Recording Form**

Name _____ Date _____

Phonics for Reading—Second Level (2)

Lessons 1–12   **Subtest C**

braid	beach	trait	clean	soap
shown	boast	flight	spray	speech
speedway ₂	daydream ₂		brightness ₂	shadow ₂

If the student correctly reads 14 parts, continue with Subtest D. _____/18 _____%

Lessons 13–20   **Subtest D**

brave	slap	smoke	wide	plate
drive	spoke	smock	flake	flat
	hopeles	sunstro	ude wind

Teacher Guide, Level 2,
Lesson 9

Help students become successful readers using research-based best practices

Series authored by experts

Dr. Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She is the recipient of 10 Outstanding Educator awards and is nationally known for her presentations and publications on instructional procedures and literacy instruction. She has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon.

The Florida Center for Reading Research says . . .

Strengths of program:

- Instruction is explicit and systematic.
- Materials include detailed scope and sequence and clear objectives.
- Materials are teacher friendly and easy to navigate.
- Program comprises consistent teaching routines, repeated practice, and cumulative review.
- Students are given immediate corrective feedback.

Weaknesses of program:

- None were noted.

**Help struggling readers see words in a whole new way.
Order *PHONICS for Reading* today!**

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