It’s Never Too Late to Crack the Code

Next Steps and Resources for Instruction
- Provide repeated practice decoding multisyllabic words.
  - Students will benefit from decoding the same multisyllabic words multiple times.
  - Create speed drills that combine 10 to 20 words multiple times. Ask the students to do it with a partner.

Tools for Instruction
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables
- Words with Two Vowels Sound Separately
PHONICS for Reading removes roadblocks for older students struggling to read

i-Ready data reveal that by the end of fifth grade 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.

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.
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.

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 identifies the areas within phonics where a student needs additional support.

Diagnostic Results

Danielle Baker

Grade 5

Diagnostic Results - Danielle Baker - Grade 5

Subject | Diagnostic | Placement Definition
--- | --- | ---
Reading | Diagnostic 1 (09/14/18) | Standard View

Diagnostic 1

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

Stretch Growth
An ambitious but attainable level of annual growth which puts below-grade level students on a path toward proficiency and on-grade level students on a path toward above-grade level performance.

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

Phonological Awareness *
Tested Out

Phonics *
Grade 3 (514)

High-Frequency Words *
Tested Out

Vocabulary
Grade 4 (561)

Comprehension: Literature
Grade 4 (547)

Comprehension: Informational Text
Grade 3 (519)

* Foundational Domains

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.

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.

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 | e | g | or | i | 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, 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.

Additional Resources

- 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.

3. Implement targeted instruction.
Using the appropriately leveled book, students begin their journey to become better readers and ultimately more successful students.
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

New Words. Say each sound. Say each word.
1. coal   slow   flown
2. may    mow    goal
3. foam    Gail    foam
4. green   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.

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

Word Endings. Say the words.
1. soaked    mowed    cleaned
2. making    running    cleaning

Challenge Words. Say the words.
snowdrift  shadow  sailboat  follow  coatrack  seacoast

Sight Words. Say the words.
there  to  work  all  after  was  you  little  said  were

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
Part 1
“Lim, may I speak with you?” said Dad. “I need a little help. A man I work with, Ed Hill, is on his way to see me. His son, Nat, is with him. Will you play with Nat? That way, Ed and I can work in the shop. Is it a deal?”

“Nat Hill boasts all day, Dad,” Lim groaned. “But, yes, it is a deal.”

Part 2
“We can play in the den,” Lim said to Nat. “My trains are in there.”

In the den, Nat said, “That is a little train set. I own a very big set of trains.” Nat sat down and said, “Look! The clock on the desk is slow. It is after ten. I own a big brass clock from a ship. My dad had it flown from the seacoast.”

Part 3
Nat and his dad left after lunch. “Dad,” said Lim, “I think you got the best of that deal. Nat boasted all day.”

“Nat will grow up,” said Dad. “He feels he has to brag to show off. He needs pals such as you to teach him not to boast. When he grows up a little, he will be fun to play with. He will not boast. Wait and see.”
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.

Lesson 9

OBJECTIVES
• to practice words with on and on
• 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. on ee ow a
2. ai i u ay
3. sh ow on ck
4. e a e ai on
5. ow ay u eh

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: /aʊ/ /ii/ /æt/ /ont/. (Repeat step 2 with lines 3–5. Then call on individual students to say the sounds in a line.)

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 green. What is the word? green
3. Say the sounds in green. Put a finger for each sound: /g/ /r/ /æ/ /ın/ /n/. (Repeat step 4 with the remaining words in line 1.)
4. The next word is flown. What is the word? flown
5. Say the sounds in flown. Put up a finger for each sound: /fl/ /aʊ/ /aʊ/ /n/. (Repeat steps 4 and 5 with these words.)

New Words

A. New Words

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

1. coal slow shown
2. maze wood worn
3. dawn Gain lawn
4. grown shown green
5. groan seek gray
6. clock knock been
7. The traffic is very slow here.
8. Did you get a goal?
9. I will throw your hat in the water.
10. Haven’t I shown you my plan?
11. Soak the spot in water.
12. He has a mask and a cloak.

Placement Test—Recording Form

Name __________________ Date __________________

Phonics for Reading—Second Level (2)

Lesson 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 ________%

Lesson 13–20 Subtest D

brave slap smoke wide plate
drive spoke smock flake flat

If the student correctly reads 14 parts, continue with Subtest E ________/18 ________%

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.
Help students become successful readers using research-based best practices

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

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

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