

 i-Ready<sup>®</sup> Learning

# Phonics for Reading<sup>®</sup>

Anita Archer, Ph.D.

## Teacher's Guide

LEVEL  
A

Curriculum Associates<sup>®</sup>

**Illustration Credits:**

Cover (kids): Carolina Cerqueira  
Cover (spider web & running dog): Ed Hammond

**Photography Credits:**

Cover (hiker): Olga Danylenko/Shutterstock  
Cover (beetle): YapAhock/Shutterstock  
Cover (ND): LuapVision/Shutterstock  
Cover (boat): Chicco7/ Dreamstime.com  
Cover (bobsled): Dmytro Aksonov/E+/Getty  
Cover (farmer): alvarez/E+/GettyImages  
Cover (CR): J.D.S/Shutterstock  
Cover (trees): dugdax/Shutterstock  
Cover (fans): spatuletail/Shutterstock  
Cover (bear): WildMedia/Shutterstock  
Cover (ZZ): Gregory James Van Raalte/Shutterstock  
Cover (SK): Phillip Gray/Dreamstime.com  
Cover (TH): Erik Chalhoub/Shutterstock  
p. A12: damircudic/E+/Getty Images  
p. A19: FatCamera/E+/Getty Images  
p. A23: SDI Productions/E+/Getty Images

The photography and illustrations used in this Teacher’s Guide include images licensed with permission from their licensors and as further identified in the credit’s pages of the *Phonics for Reading*® Student Book and ancillary materials.

**NOT FOR RESALE**

ISBN 978-1-7280-8733-7

© 2023–Curriculum Associates, LLC

North Billerica, MA 01862

No part of this book may be reproduced by any means  
without written permission from the publisher.

All Rights Reserved. Printed in Mexico.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15      25 24 23

# LEVEL A

## Program Overview

<b>Welcome to <i>Phonics for Reading</i> .....</b>	<b>A8</b>
<b>Cracking the Code .....</b>	<b>A10</b>
<i>What You Teach</i> .....	A10
<i>How You Teach</i> .....	A11
<i>Who You Reach</i> .....	A12
<i>How They Learn</i> .....	A14
<b>Program Components .....</b>	<b>A16</b>
<b>Getting Started .....</b>	<b>A18</b>
<b>Assessment to Accelerate Learning .....</b>	<b>A24</b>
<b>Walkthrough: Student Book Lesson .....</b>	<b>A26</b>
<b>Walkthrough: Teacher's Guide Routines .....</b>	<b>A30</b>
<b>Lessons .....</b>	<b>T2</b>
<b>Resources .....</b>	<b>T282</b>

# Lessons

## UNIT 1

### Lesson 1

Phonics Skill(s): *a, i*

Say Sounds.....	T2
Read Words .....	T4
Spell Words .....	T7
Read Text .....	T8
Independent Practice.....	T11

### Lesson 2

Phonics Skill(s): *a, i*

Say Sounds.....	T12
Read Words .....	T13
Spell Words .....	T16
Read Text .....	T17
Independent Practice.....	T19

### Lesson 3

Phonics Skill(s): *a, i*

Say Sounds.....	T20
Read Words .....	T21
Spell Words .....	T24
Read Text .....	T25
Independent Practice.....	T27

### Lesson 4

Phonics Skill(s): *a, i*

Say Sounds.....	T28
Read Words .....	T29
Spell Words .....	T32
Read Text .....	T33
Independent Practice.....	T35

 **Unit 1 Check-Up... T36**

## UNIT 2

### Lesson 5

Phonics Skill(s): *o*

Say Sounds.....	T40
Read Words .....	T41
Spell Words .....	T44
Read Text .....	T45
Independent Practice.....	T47

### Lesson 6

Phonics Skill(s): *o*

Say Sounds.....	T48
Read Words .....	T49
Spell Words .....	T52
Read Text .....	T53
Independent Practice.....	T54

### Lesson 7

Phonics Skill(s): *o*

Say Sounds.....	T56
Read Words .....	T57
Spell Words .....	T60
Read Text .....	T60
Independent Practice.....	T62

 **Unit 2 Check-Up... T64**

## UNIT 3

### Lesson 8

Phonics Skill(s): *u*

Say Sounds.....	T66
Read Words .....	T67
Spell Words .....	T70
Read Text .....	T71
Independent Practice.....	T73

### Lesson 9

Phonics Skill(s): *u*

Say Sounds.....	T74
Read Words .....	T75
Spell Words .....	T77
Read Text .....	T78
Independent Practice.....	T79

### Lesson 10

Phonics Skill(s): *u*

Say Sounds.....	T80
Read Words .....	T81
Spell Words .....	T83
Read Text .....	T84
Independent Practice.....	T85

 **Unit 3 Check-Up... T86**

## UNIT 4

### Lesson 11

#### Phonics Skill(s): e

Say Sounds.....	T88
Read Words .....	T89
Spell Words .....	T92
Read Text .....	T92
Independent Practice.....	T94

### Lesson 12

#### Phonics Skill(s): e

Say Sounds.....	T96
Read Words .....	T97
Spell Words .....	T99
Read Text .....	T100
Independent Practice.....	T101

### Lesson 13

#### Phonics Skill(s): e

Say Sounds.....	T102
Read Words .....	T103
Spell Words .....	T105
Read Text .....	T106
Independent Practice.....	T107

✔ Unit 4 Check-Up . . T108

## UNIT 5

### Lesson 14

#### Phonics Skill(s): ss, ll, ff, zz

Say Sounds.....	T110
Read Words .....	T111
Spell Words .....	T114
Read Text .....	T114
Independent Practice.....	T116

### Lesson 15

#### Phonics Skill(s): ss, ll, ff, zz

Say Sounds.....	T118
Read Words .....	T119
Spell Words .....	T121
Read Text .....	T122
Independent Practice.....	T123

### Lesson 16

#### Phonics Skill(s): ss, ll, ff, zz

Say Sounds.....	T124
Read Words .....	T125
Spell Words .....	T128
Read Text .....	T129
Independent Practice.....	T130

✔ Unit 5 Check-Up ... T132

## UNIT 6

### Lesson 17

#### Phonics Skill(s): ck, th, sh

Say Sounds.....	T134
Read Words .....	T135
Read Sentences .....	T138
Spell Words .....	T139
Read Text .....	T140
Independent Practice.....	T143

### Lesson 18

#### Phonics Skill(s): ck, th, sh

Say Sounds.....	T144
Read Words .....	T145
Read Sentences .....	T148
Spell Words .....	T148
Read Text .....	T149
Independent Practice.....	T152

### Lesson 19

#### Phonics Skill(s): ck, th, sh

Say Sounds.....	T154
Read Words .....	T155
Read Sentences .....	T158
Spell Words .....	T158
Read Text .....	T159
Independent Practice.....	T162

✔ Unit 6 Check-Up . . T164

# Lessons *(continued)*

## UNIT 7

### Lesson 20

**Phonics Skill(s):** *st, sk, nd, nt, mp*

Say Sounds.....	T166
Read Words .....	T167
Read Sentences .....	T170
Spell Words .....	T171
Read Text .....	T172
Independent Practice.....	T175

### Lesson 21

**Phonics Skill(s):** *st, sk, nd, nt, mp*

Say Sounds.....	T176
Read Words .....	T177
Read Sentences .....	T180
Spell Words .....	T180
Read Text .....	T181
Independent Practice.....	T184

### Lesson 22

**Phonics Skill(s):** *st, sk, nd, nt, mp*

Say Sounds.....	T186
Read Words .....	T187
Read Sentences .....	T190
Spell Words .....	T190
Read Text .....	T191
Independent Practice.....	T194

### Lesson 23

**Phonics Skills:** *st, sk, nd, nt, mp*

Say Sounds.....	T196
Read Words .....	T197
Read Sentences .....	T200
Spell Words .....	T200
Read Text .....	T201
Independent Practice.....	T204

 **Unit 7 Check-Up . . T206**

## UNIT 8

### Lesson 24

**Phonics Skill(s):** *ch, wh, th, sh*

Say Sounds.....	T208
Read Words .....	T210
Read Sentences .....	T213
Spell Words .....	T213
Read Text .....	T214
Independent Practice.....	T217

### Lesson 25

**Phonics Skill(s):** *ch, wh, th, sh*

Say Sounds.....	T218
Read Words .....	T219
Read Sentences .....	T222
Spell Words .....	T223
Read Text .....	T224
Independent Practice.....	T227

### Lesson 26

**Phonics Skill(s):** *ch, wh, th, sh*

Say Sounds.....	T228
Read Words .....	T229
Read Sentences .....	T232
Spell Words .....	T232
Read Text .....	T233
Independent Practice.....	T236

 **Unit 8 Check-Up . . T238**

## UNIT 9

### Lesson 27

**Phonics Skill(s):** *cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, tw*

Say Sounds.....	T240
Read Words .....	T241
Read Sentences .....	T244
Spell Words .....	T245
Read Text .....	T246
Independent Practice.....	T249

### Lesson 28

**Phonics Skill(s):** *cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, tw*

Say Sounds.....	T250
Read Words .....	T251
Read Sentences .....	T254
Spell Words .....	T255
Read Text .....	T256
Independent Practice.....	T259

### Lesson 29

**Phonics Skill(s):** *cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, tw*

Say Sounds.....	T260
Read Words .....	T261
Read Sentences .....	T264
Spell Words .....	T264
Read Text .....	T265
Independent Practice.....	T268

### Lesson 30

**Phonics Skill(s):** *cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, tw*

Say Sounds.....	T270
Read Words .....	T271
Read Sentences .....	T274
Spell Words .....	T275
Read Text .....	T276
Independent Practice.....	T279

 **Unit 9 Check-Up. . T280**

## Resources

Word Lists.....	T282
Placement Test (Levels A-C).....	T286
Language Transfer Charts.....	T295
Scope & Sequence.....	T299
Glossary.....	T302

# Welcome to

# ***Phonics for Reading***

## **Intervention Authored by an Expert**

Authored by Dr. Anita Archer, *Phonics for Reading* is a systematic, research-based intervention program that helps students in grades 3-12 build the skills they need to become fluent, independent readers.

## **Meet Dr. Anita Archer**

Dr. Anita Archer serves as a consultant to school districts and state departments of education on explicit instruction and literacy.

She has presented in all 50 states and many countries and is the recipient of 10 awards honoring her contributions to education.

Dr. Archer has served on the faculties of three universities, including University of Washington, University of Oregon, and San Diego State University. She has authored or co-authored numerous curriculum materials, including *Phonics for Reading*.



“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”

—Dr. Anita Archer





*To get the most out of our time together, remember:*

- This session belongs to you, and its success rests with your active participation.
- Keep an open mind.
- Ask questions.
- Get to know other participants. We can learn a lot from each other.
- Let the presenter know if there is anything s/he can do differently to make this a positive experience.
- Stick with the schedule—come back promptly from breaks.

**THANK YOU FOR YOUR WORKSHOP ATTENDANCE!**

[safeandcivilschools.com](http://safeandcivilschools.com)

# Cracking the Code

## What You Teach: *The Science of Reading*

*Phonics for Reading* leverages decades of research in the skills students need in order to become fluent, accurate readers.

### Decoding

#### ■ Phonemic Awareness

Help students identify the individual sounds in words. This prepares students to connect these sounds to letters for decoding.

#### ■ Phonics and Word Recognition

Teach students to decode target letter/sound associations in both single-syllable and multisyllabic words.

#### ■ High-Frequency Words

Introduce, practice, and review regularly and irregularly spelled high-frequency words.

#### ■ Encoding (Spelling)

Dictate words and sentences containing the target letter/sound association.

### Fluency

#### ■ Accuracy, Rate, and Expression

Provide abundant practice for students in reading words, sentences, and decodable passages.

### Making Meaning

#### ■ Vocabulary and Comprehension

Support students as they actively engage with individual word meanings and developmentally appropriate decodable texts.

“Decoding skills are very specific, very teachable, and very learnable. Thus, we can accelerate—through intense instruction—the acquisition of that decoding.”

—Dr. Anita Archer



# How You Teach:

## *The Science of Instruction*

*Phonics for Reading* integrates decades of research into best practices for effective instruction.

### Sequential

- **Teach skills in progression from simple to complex.**

Start with easier skills, such as ai/ay and ee/ea.

Progress towards more difficult skills, such as or and ir/ur.

### Systematic

- **Focus on critical content to promote learning.**

"Teach the stuff and cut out the fluff," as Dr. Archer says. This is essential to an accelerated scope and sequence and fast-paced, intensive lessons that start moving student toward grade level.

- **Break the complex skills into steps.**

Teach complex skills in clear, obtainable steps to ensure learning.

### Explicit

- **Teach focused and predictable lessons.**

Provide clear explanations and step-by-step modeling (*I do*) with guided practice (*We do*) and independent practice (*You do*).

- **Actively involve all students in every lesson.**

Use lessons designed to engage students in responding. This makes it clear what they are learning and where they still need support.

- **Monitor student performance closely.**

Adjust your instruction as necessary using the support provided.

- **Provide immediate feedback.**

Praise correct answers and correct all errors.

- **Engage students in meaningful interactions with language.**

Weave speaking, reading, listening, and writing into all of the instruction and practice activities within the program.

## Who You Reach: *Students Who Need Support with Decoding*

There are many reasons why older students still struggle to read on-level text. The focus of *Phonics for Reading* is one of these reasons: automatic word recognition.

### Older Students Who Never Had Systematic Foundational Skills Instruction

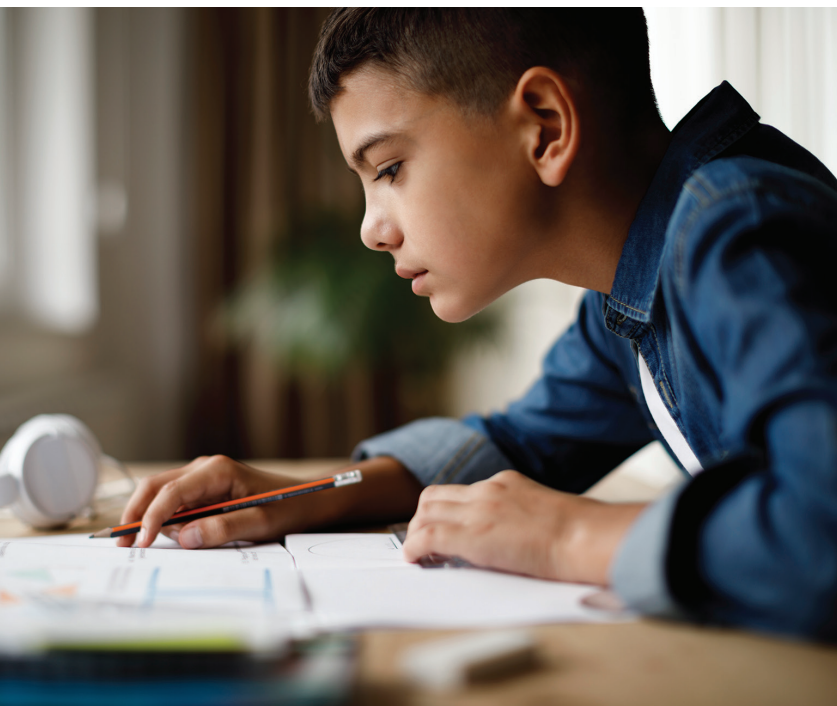
**Some students at Grade 3 and above have not learned to decode simply because they didn't receive the instruction and practice they needed in Grades K-2.**

*Phonics for Reading* will provide the systematic, explicit instruction they are missing.

### Students With Dyslexia

***Phonics for Reading* provides the depth of explicit instruction, extended practice, and formative assessment dyslexic students need.** When teaching students with dyslexia, it is important to do the following:

- Teach to the level of skill mastery by following the instructional routines as presented.
- Do all the corrections—every error must be corrected.
- Give students an abundance of opportunities to respond individually to prompts.
- Administer all formative assessments in their entirety.



# English Learners Who Need Support Decoding

**English Learners at any level of language proficiency may need support decoding.**

Look for students whose data indicate they need phonics instruction, just as you would with native English speakers.

**By design, the intensive, structured support for learning embedded in**

***Phonics for Reading* is appropriate for English Learners.** Scaffolding, corrective feedback, and repeated practice integrated throughout the program provide multiple opportunities for students to learn how to decode English words.

**Language transfer is a key resource for helping English Learners.** Language transfer information identifies sounds and sound-spellings that are different and those that are similar between English and home languages.

- In each lesson, activities have specific English Learner supports.

### ENGLISH LEARNER SUPPORT

- There are sounds in Spanish that are similar to the sounds /āāā/ and /īīī/. Say words with the sounds /āāā/ and /īīī/ and have students repeat after you.

### ENGLISH LEARNER SUPPORT

- The letter **a** represents a sound that is similar to the sound /āāā/ in Spanish, and the letter **i** represents a sound that is similar to the sound /īīī/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

- See pages T295–T298 for charts of sound and letter/sound transfer information for five languages. There are three charts, each one specific to skills taught at each level of *Phonics for Reading*.

## Level A Language Transfer

Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Hatian Creole	
			Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer
1-4	<b>a</b> ( <i>ran</i> )	/āāā/	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
	<b>i</b> ( <i>sit</i> )	/īīī/	approx.	no	approx.	no	no	no	yes	no	no	no
5-7	<b>o</b> ( <i>mop</i> )	/ōōō/	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
8-10	<b>u</b> ( <i>rug</i> )	/ūūū/	approx.	no	no	no	approx.	no	yes	no	no	no
11-13	<b>e</b> ( <i>net</i> )	/ēēē/	yes	yes	yes	yes	yes	yes	no	no	yes	no
	<b>ss</b> ( <i>miss</i> )	/sss/	yes	no	yes	no	no	no	yes	no	no	no
	<b>ll</b> ( <i>hill</i> )	/lll/	yes	no	yes	no	no	no	yes	no	no	no

## How They Learn: *Phonics Intervention Delivered with Respect*

Longer decodable texts—both informative and narrative — help students build confidence while engaging with age-appropriate information and sophisticated ideas.

**Read Text**

**J. Decodable Text** Read each part. Answer your teacher's questions and select the picture that goes with each part.

### A Trip to Get Fish

**Part 1**

**Teacher Reads** A ship at the dock has been prepared for a fishing trip out at sea. Supplies such as fishnets and ice chests for storing (keeping) the fish they catch have been loaded. In this passage, we will learn that fishing at sea can be exciting, but it can also be dangerous.

A big ship sits at the dock. Men go on the deck of the ship to work a shift. Chet and Chad chat as they check in. When they finish the check in, the ship chugs west where they set fishnets in the water. A chest rests on the deck. The men will fill the chest with fish from the nets. With luck, they will get a lot of fish to sell.

**Part 2**

**Teacher Reads** The crew of the ship fish all day. They catch many fish.




When the sun sets, Chet, Chad, and the men pick up the fishnets from the water. They fill the chest with bass and shellfish. Then they shut the lid. The ship will chug back to the dock. But then, a sudden fog sends in a thick mist. The men cannot see in the thick fog. Are they lost?

**Part 3**

**Teacher Reads** Many things, such as thick fog, can make fishing at sea dangerous. Read on to find out something else that makes fishing at sea dangerous.

Bump! Thud! The ship hit a very BIG rock. The men did not see the rock in the thick fog. That rock rips the ship and sends the men into the water. Will the men get back to land?

Chet sees the lamp of a little ship. That little ship is a tug. The tug can help them. The tug can pick up the men. The tug can get the big ship back to land. That is its job.



Passage \_\_\_\_\_      Passage \_\_\_\_\_      Passage \_\_\_\_\_

116 UNIT 8 • LESSON 25      ©Curriculum Associates, LLC Copying is not permitted.      ©Curriculum Associates, LLC Copying is not permitted.      UNIT 8 • LESSON 25 117

## Success Builds Confidence and Motivation.

Students see their growth and are motivated to continue learning. As fluent, accurate readers, they will build more vocabulary, more background knowledge, and more comprehension.

## Making Meaning with *Phonics for Reading*

Both English Learners and native English speakers benefit from the strategic support for vocabulary and comprehension embedded in *Phonics for Reading*.

Here are examples of support you will see throughout Level A.

### ■ Integrate vocabulary support while reviewing previously taught skills.

A definition, synonym, or antonym is delivered quickly. Students identify the word that matches it. Feedback is provided. This begins in Lesson 17.

5. Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **hint, lad, land, duck** Circle the word that means a little clue. *Pause.* **Hint** is a little clue. If you made a mistake, cross out your word and circle **hint**.

*Activity E: Review Words*

### ■ Focus on meaning with each part of every decodable text.

The Teacher Reads feature defines important words and builds background knowledge. This begins in Lesson 17.

**Teacher Reads** A ship at the dock has been prepared for a fishing trip out at sea. Supplies such as fishnets and ice chests for storing (keeping) the fish they catch have been loaded. In this passage, we will learn that fishing at sea can be exciting, but it can also be dangerous.

*Activity J: Decodable Text*

### ■ Ask oral comprehension questions after each part of every decodable text.

Oral questions allow more complex language to be used when appropriate. Sentence stems allow students to form their responses as complete sentences using evidence from the text. This begins in Lesson 17.

- What happens when the ship heads back to the dock?  
Begin by saying: When the ship heads back to the dock, \_\_\_\_\_. **When the ship heads back to the dock, (Answers will vary: a sudden fog sends a thick mist; the men cannot see in the fog).**

*Activity J: Decodable Text*

### ■ Assign written comprehension activities after each set of sentences or decodable text.

Written questions mirror the oral questions students answered during reading with the instructor.

**Story 1:** Chug. Chug. Chug. The big ship will chug into the inlet. Then the ship will dock. The men will go down the ramp to get on the ship. The men will get the fish off the ship. They will put the fish in a big box. Then they will shut the box.

1. The ship will **chug** into the inlet. chug chap chip
2. In the inlet, **this** ship will dock. whip thin this

*Activity K: Text Comprehension*

# Program Components

## Three Levels Depending on Need

Some students may only need Level C. Others will start at Level A or Level B and progress through Level C, depending on their proficiency.

**Level A**

i

o

ll

th

nd

fl

st

**In Level A, students learn:**

- Short vowels
- Double consonants
- Blends
- Digraphs

**Level B**

ee

oa

igh

ar

or

ur

-ing

**In Level B, students learn:**

- Vowel and consonant combinations
- CVCe words
- r-Controlled vowels
- Word endings

**Level C**

au

oy

pre-

oo

kn

ph

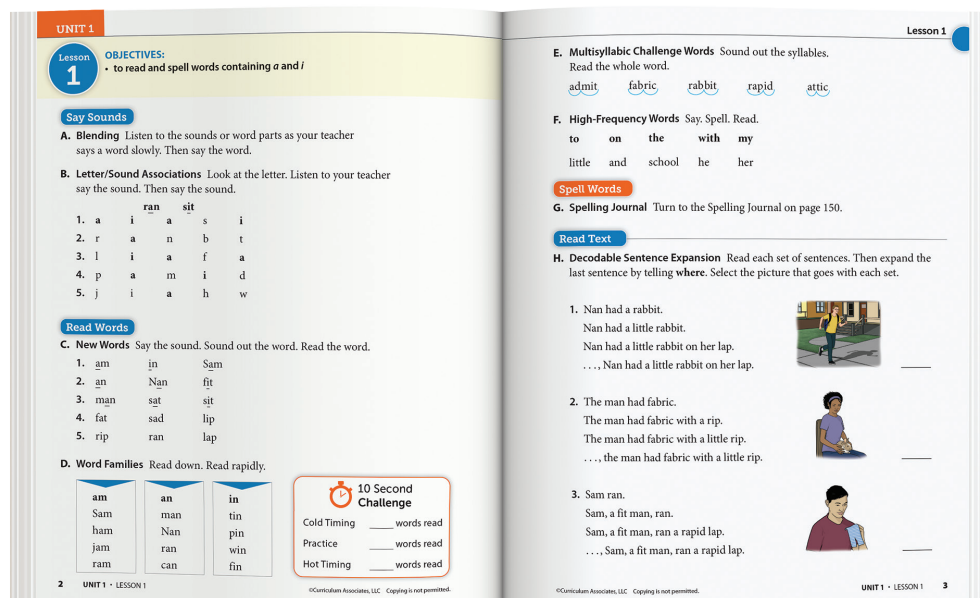
-ous

**In Level C, students learn:**

- Vowel and consonant combinations
- Minor consonant sounds for c and g
- Minor vowel sound combinations
- Prefixes and suffixes

## Student Book

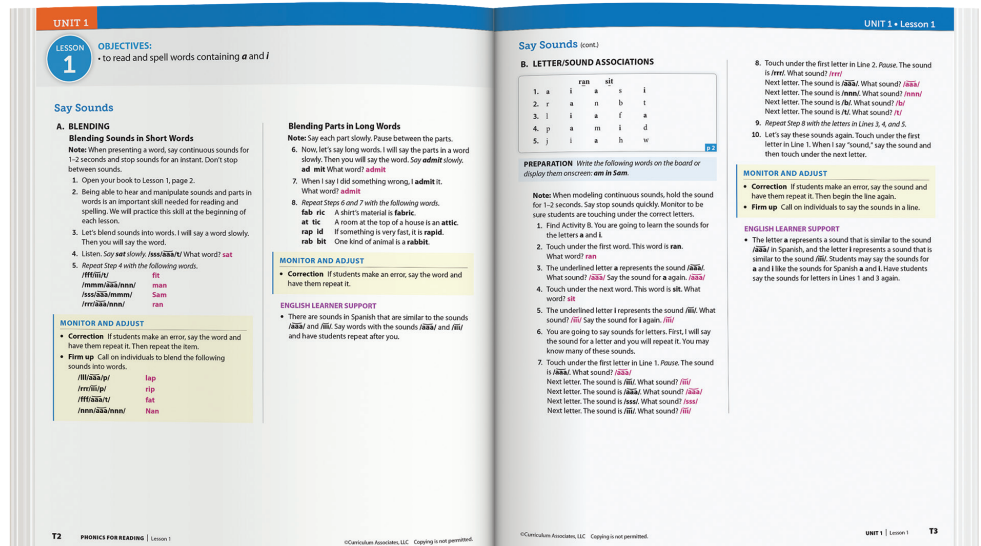
Each lesson provides instruction and practice in a target skill and then builds toward reading an engaging, developmentally appropriate decodable text.





# Teacher's Guide

The Teacher's Guide provides scripting and routines that can help any educator teach phonics to older students. The Teacher's Guide also includes a complete scope and sequence, word lists, and guidance for monitoring and adjusting instruction.



# Digital Components

**Teacher Toolbox** provides a wealth of resources for instructors delivering phonics intervention.

- Individual Education Plan
- Letters of Progress
- Fluency-Building Activities
- Printable Decodable Texts (for take-home fluency practice)
- Unit Check-Ups
- Comprehension Support for Decodable Texts
- Additional Practice by Unit
- Additional Phonemic Awareness activities
- Letter/Sound Association Flashcards
- Affixes Flashcards
- Articulation Cards
- Articulation Videos



Articulation Video

**Articulation Vowel /āāā/**  
(ai, ay, a\_e)

To make the sound /āāā/:

- First, open your mouth.
- Place your tongue low in your mouth.
- Keep the front tip of your tongue behind the back of your bottom teeth.
- Next, lift the middle of your tongue and use your voice to let air flow out of your mouth.
- Place your fingers on your throat and say the sound again. Do you feel your throat vibrate? (Yes.)

**Exemplar Words**

mail	say	ate
paint	play	came
raise	tray	gave
train	stay	make

**Multisyllabic**

raindrop	paycheck	gateway
explain	middy	mistake

**Sound Transfer from Home Language**

Transfer: Spanish, Mandarin, Haitian Creole  
Approximate Transfer: Vietnamese  
Non-Transfer: Arabic

ai, ay, a\_e,

The image shows a close-up of a person's mouth as they articulate the vowel sound /āāā/. The person's lips are slightly open, and their tongue is positioned to produce the sound.

Articulation Cards

# Getting Started

## 1. Identify Students Who Will Benefit From Intervention.

You can start with any screener or other assessments of reading. Focus on students struggling to decode who are enrolled in Grade 3 or above.

You can start with *i-Ready*. Use *i-Ready*'s Diagnostic Report to identify students in Grades 3 and up who need *Phonics for Reading*. Choose from one of these ways of accessing the data.

- ▶ **Use the Diagnostic Results (Class) Report.** Teachers can sort by domain in the Phonics (i.e., PH) column to identify the individual students in their class who need additional support. Starting at Grade 3, any student who has placed **one or more grade levels below** in Phonics will benefit from *Phonics for Reading*.

Student	Scale Score	Overall Placement	Placement by Domain						Annual Growth Measures		Date
			PA	PH	HFW	VOC	LIT	INFO	Typical Growth	Stretch Growth	
Lopez, Jesse	506	● Grade 2	Tested Out	Tested Out	Max Score	Early 3	Grade 1	Grade 2	7	18	09/14/20
Do, Brian	489	● Grade 2	Tested Out	Grade 2	Max Score	Early 3	Grade 1	Grade 2	7	18	09/14/20
Jenkins, Devin	468	● Grade 1	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 1	7	18	09/14/20
Shin, Hae	468	● Grade 1	Tested Out	Grade 1	Max Score	Grade 1	Grade 1	Grade 1	13	25	09/14/20
Romero, Isaiah	508	● Grade 2	Tested Out	Grade 2	Max Score	Grade 2	Mid 3	Grade 2	13	25	09/14/20

- ▶ **Or Use the Instructional Groupings Report.** Teachers, reading specialists, and school building leaders can use this report to identify older students placing One or More Grade Levels Below in Phonics in Profile 1 and Profile 2.
- ▶ **Or Use the Diagnostic Results Export.** School building leaders and district administrators can identify students placing One or More Grade Levels Below in Phonics across schools, classes, or grade levels.

## 2. Plan Staffing and Implementation.

Choose an implementation model. These clear and easy-to-follow lessons can be taught by a wide range of staff, including reading specialists, classroom teachers, and paraprofessionals.

Model	Group Size	Time Recommended
<b>Pull-Out Intervention</b>	<ul style="list-style-type: none"> <li>• Outside the classroom</li> <li>• Group of two to ten students*</li> </ul>	30 min a day 4-5 days a week
<b>Push-In Intervention</b>	<ul style="list-style-type: none"> <li>• Inside the classroom</li> <li>• Group of one to four students*</li> </ul>	30 min a day 4-5 days a week
<b>Small Group Rotation</b>	<ul style="list-style-type: none"> <li>• Inside the classroom</li> <li>• Group of two to four students</li> </ul>	30 min a day 3-4 days a week
<b>Individual Instruction</b>	<ul style="list-style-type: none"> <li>• Inside or outside the classroom</li> <li>• One student at a time</li> </ul>	30 min a day 4-5 days a week
<b>Walk to Read</b>	<ul style="list-style-type: none"> <li>• Students switch rooms across classes or across grades for differentiated instruction</li> <li>• Groups of two to ten students*</li> </ul>	30 min a day 4-5 days a week
<b>Summer School</b>	<ul style="list-style-type: none"> <li>• Summer school program</li> <li>• Groups of two to ten students*</li> </ul>	90-180 min (1-2 lessons) 4-5 days a week

\*If your school has limited staffing resources, you can be flexible about the number in each group. While smaller groups are ideal, students will make progress in groups as large as 15–20.

*“Phonics for Reading is ‘low prep/high outcome.’”*

—Dr. Archer



# Getting Started (cont.)

## 3. Administer Placement Test.

Spend a few minutes with each student to place them in one of the three levels of *Phonics for Reading*.

- Administer the Placement Test one-on-one with each student.
- This fast-paced test will take approximately five minutes for each student to complete.

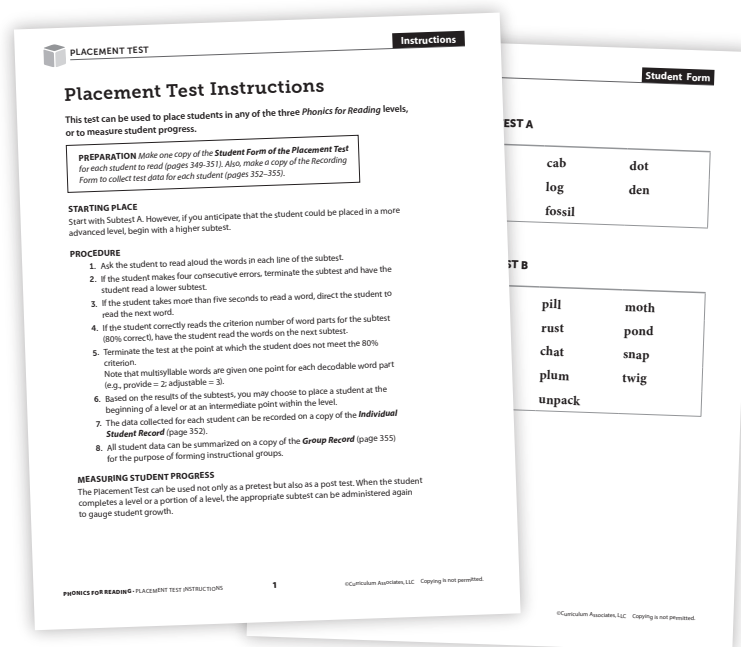
**See the Placement Test and Administration Guide** on page T286. It is also available on the Teacher Toolbox and at [i-ReadyCentral.com/PfRPlacementTest](http://i-ReadyCentral.com/PfRPlacementTest).

## 4. Group Students by Level.

Students who place into Level A will learn or review:

- Units of three to four lessons focusing on a particular skill
- Phonemic awareness, short vowels, double consonants, consonant digraphs, consonant blends
- High-frequency words, word families
- Single-syllable and multisyllabic words
- Previously taught skills
- Spelling
- Reading words in meaningful, connected text

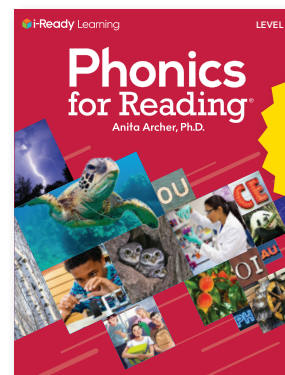
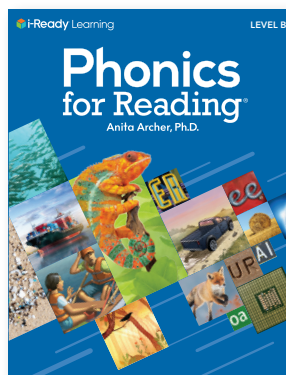
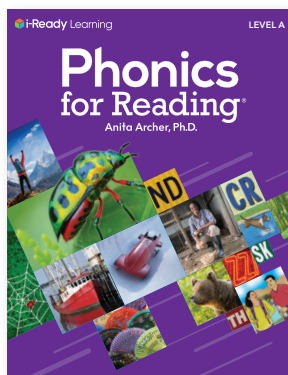
**Note** It is critical that the skills be taught in the order in which they appear in the program.



LEVEL A

LEVEL B

LEVEL C



now with  
Challenge  
Texts

## 5. Begin Teaching, Using the Teacher’s Guide.

*Phonics for Reading* cannot be taught from the Student Book alone.

Use scripted lessons in the Teacher's Guide in sequential order.

Each lesson follows predictable procedures for teaching new skills to students.

### Say Sounds

Students practice the target sound along with other previously learned sounds.

### Read Words

The target skill (letter or letter combination) is presented in single-syllable and multisyllabic words. Instructional activities provide practice in high-frequency words, word families, and base words and word endings *-ed* and *-ing*.

### Read Sentences

Students apply the target skill in sentences that include both single-syllable and multisyllabic words.

### Spell Words

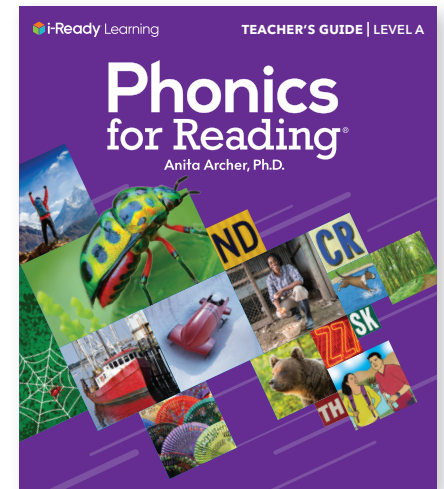
Students encode single-syllable and multisyllabic words. They also write a dictated sentence.

### Read Text

Students read developmentally appropriate decodable text. They practice reading fluently and answer questions about comprehension and vocabulary.

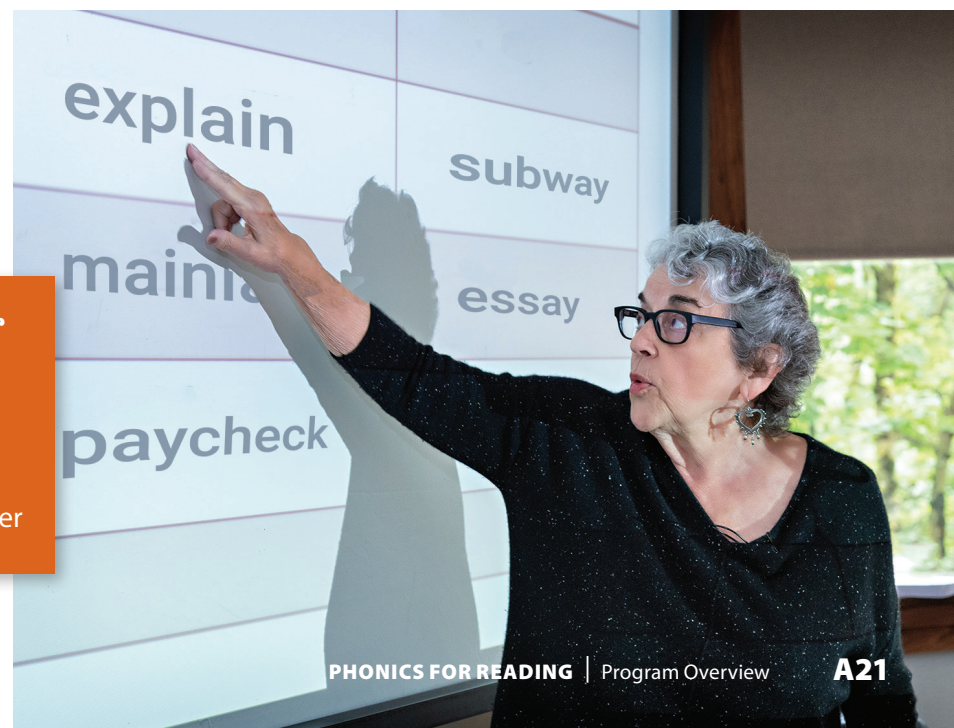
### Independent Practice

Students complete independent practice activities by decoding single-syllable and multisyllabic words with known sounds.



“Instructional routines empower both students and teachers by shifting the focus from the task to the content.”

—Dr. Archer



# Getting Started (cont.)

## 6. Pace Your Instruction.

Teach *Phonics for Reading* four to five days a week. Teach a lesson in the number of sessions that fits your daily schedule.

Three Options		
Number of Sessions	Length of Session	Pacing
COMPLETE IN <b>3</b> SESSIONS	30 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Read Words (Activity A through Activity J)</li></ul> <b>Second Session</b> <ul style="list-style-type: none"><li>• Read Text (Activity K): First, Second, and Third Reads</li></ul> <b>Third Session</b> <ul style="list-style-type: none"><li>• Independent Practice (Activity L through Activity M)</li></ul>
COMPLETE IN <b>2</b> SESSIONS	35-45 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Read Words (Activity A through Activity J)</li><li>• Read Text (Activity K): First Read</li></ul> <b>Second Session</b> <ul style="list-style-type: none"><li>• Read Text (Activity K): Second and Third Reads</li><li>• Independent Practice (Activity L through Activity M)</li></ul>
COMPLETE IN <b>1</b> SESSION	75-90 minutes each	<b>First Session</b> <ul style="list-style-type: none"><li>• Say Sounds through Read Words (Activity A through Activity J)</li><li>• Read Text (Activity K): First, Second, and Third Reads</li><li>• Independent Practice (Activity L through Activity M)</li></ul>

## 7. Monitor Progress.

Monitor progress frequently after instruction begins. Different students will progress at different rates.

During Lessons	After Each Unit	After Each Level
Use <b>Monitor and Adjust</b> boxes to provide immediate corrective feedback.	Use <b>Unit Check-Ups</b> to monitor student knowledge of specific skills taught in the unit. Use one-minute <b>Fluency Checks</b> to measure student progress in accurate decoding.	Use the <b>Placement Test</b> as a Posttest at the end of each level. The test may also be administered at the end of the school year to measure student growth.

**Note** For more information, see *Assessment to Accelerate Learning* on pages A24–A25.



# Assessment to Accelerate Learning

## Placement Test

The **Placement Test** results indicate the individual decoding needs of each student. See the *Placement Test and Administration Guide* on p. A36. It is also available on the Toolbox and [i-ReadyCentral.com/PfRPlacementTest](http://i-ReadyCentral.com/PfRPlacementTest).

PLACEMENT TEST		Administrator's Recording Sheet		
Level A				
Student Name _____		Date _____		
<b>SUBTEST A</b>				
Lessons 1-13				
mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap <sup>2</sup>	helmet <sup>2</sup>	rustic <sup>2</sup>	fossil <sup>2</sup>	
If the student correctly reads 14 parts, continue with <b>Subtest B</b> _____/18 _____%				
<b>SUBTEST B</b>				
Lessons 14-30				
puff	moss	rack	pill	moth
hush	deck	mint	rust	pond
shed	thud	whip	chat	snap
stem	clam	grin	plum	twig
vanish <sup>2</sup>	invent <sup>2</sup>	contest <sup>2</sup>	unpack <sup>2</sup>	
If the student correctly reads 22 parts, continue with <b>Subtest C</b> _____/28 _____%				

### Subtests

The Placement Test consists of subtests that assess students' knowledge of skills taught in Phonics for Reading.

### Word Lists

Students read lists of words that include skills taught throughout the program at each level.

### Accurate Placement

Results determine placement in the program.

## Formative Measures

**Monitor and Adjust** boxes throughout each lesson provide ongoing, daily information about how students are progressing through the program.

**MONITOR AND ADJUST**

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.  
/lll/āā/p/      **lap**  
/rrr/īī/p/      **rip**  
/fff/āā/t/      **fat**  
/nnn/āā/nnn/      **Nan**

### Correction

Guides instructors in correcting student errors.

### Firm Up

Supports instructors in guiding students to apply corrections and solidify reading accuracy.

**Providing Feedback on Completed Activities** At the end of each lesson, students complete independent work.

- Options for having students complete independent work are provided, starting with scaffolded support for completing the first item.
- Instructors follow steps to review student responses and guide students to correct any errors.



# Progress Monitoring

**Unit Check-Ups** These indicate whether students are ready to move on to the next unit or if they need additional support and practice in solidifying the current unit's skills. Complete administration details can be found on p. T36.

## New Words and Challenge Words

Reading single-syllable words and multisyllabic words

## High-Frequency Words

Reading regularly and irregularly spelled high-frequency words

UNIT 1 Check-Up Form Name: \_\_\_\_\_ Date: \_\_\_\_\_

**A. Spelling**  
Follow your teacher's directions to spell words.  
1. sit 2. can 3. had 4. did 5. him

**B. Word Reading**

**New Words**  
has sit cat in man

**Multisyllabic Challenge Words**  
rabbit napkin atlas visit picnic

**High-Frequency Words**  
the to was on he

PHONICS FOR READING • Level A Unit 1 Check-Up 1 ©Curriculum Associates, LLC Copying permitted for classroom use.

UNIT 1 Check-Up Form Name: \_\_\_\_\_ Date: \_\_\_\_\_

**C. Sentence Reading Accuracy**  
Did Lin go to the cabin?  
Did Lin and her dad go to the cabin?  
Did Lin and her dad go to the little cabin?

**D. Comprehension**  
Fill in each blank with the best word.

- Nan has a fan.  
sad fan ran
- Six people sat in a van.  
lid in van
- Sam can pat a cat.  
tap cat hit
- The can has a lid.  
rip lid mad
- Sid and Dad sat on a mat.  
mat ham did
- The cat hid in a bag.  
bag mad win
- The school had a big atlas.  
rapid atlas timid
- We are in a cabin.  
rabbit satin cabin

PHONICS FOR READING • Level A Unit 1 Check-Up 2 ©Curriculum Associates, LLC Copying permitted for classroom use.

## Sentence Reading Accuracy and Passage Reading Accuracy and Fluency

Reading decodable sentences (Units 1-5), reading a decodable passage (Units 6-9), and completing decodable sentences (Units 1-9)

# Walkthrough: Student Book Lesson

Students practice reading words in isolation and then work their way up to reading words in meaningful, connected text. Use Student Lessons together with the Teacher's Guide Routines.

## A. Phonemic Awareness

Oral activities (called blending and segmenting) help students identify the individual sounds in words. This prepares students to connect these sounds to letters for decoding.

## B. Letter/Sound Associations

Students map sounds to letters in isolation. This prepares students to map letters to sounds in the entire word.

## C. New Words

Reading individual words builds on what students have learned about phonemic awareness and letter/sound associations.

- Students say the underlined sound first, then decode the whole word.
- The last two rows provided practice without this scaffolding.
- Words chosen include review of previously learned skills.

## D. Word Families

Repeated reading of words with common spelling patterns helps students learn to recognize these patterns automatically.

- Students read the first word in each column (*am, an, in*).
- Then students read as many words as possible in one column at a time, with a partner timing them for 10 seconds.
- Students then practice reading each column of words.
- Students are timed again to read as many words as possible in 10 seconds.
- Words chosen include target skill and review words.

UNIT 1

Lesson
1

**OBJECTIVES:**

- to read and spell words containing *a* and *i*

**Say Sounds**

**A. Blending** Listen to the sounds or word parts as your teacher says a word slowly. Then say the word.

**B. Letter/Sound Associations** Look at the letter. Listen to your teacher say the sound. Then say the sound.

		<u>ran</u>	<u>sit</u>		
1.	a	i	a	s	i
2.	r	a	n	b	t
3.	l	i	a	f	a
4.	p	a	m	i	d
5.	j	i	a	h	w

**Read Words**

**C. New Words** Say the sound. Sound out the word. Read the word.

1.	<u>a</u> m	<u>i</u> n	S <u>a</u> m
2.	<u>a</u> n	N <u>a</u> n	f <u>i</u> t
3.	<u>m</u> an	<u>s</u> at	<u>s</u> it
4.	f <u>a</u> t	s <u>a</u> d	l <u>i</u> p
5.	r <u>i</u> p	r <u>a</u> n	l <u>a</u> p

**D. Word Families** Read down. Read rapidly.

a <u>m</u>	a <u>n</u>	i <u>n</u>
S <u>a</u> m	m <u>a</u> n	t <u>i</u> n
h <u>a</u> m	N <u>a</u> n	p <u>i</u> n
j <u>a</u> m	r <u>a</u> n	w <u>i</u> n
r <u>a</u> m	c <u>a</u> n	f <u>i</u> n

**10 Second Challenge**

Cold Timing    \_\_\_ words read

Practice        \_\_\_ words read

Hot Timing     \_\_\_ words read

2
UNIT 1 • LESSON 1

©Curriculum Associates, LLC Copying is not permitted.

## Student Engagement

*10 Second Challenge* activities, *My Points* boxes, and end-of-lesson progress boxes allow students to monitor their progress.

## E. Multisyllabic Challenge Words

The scope and sequence includes instruction in multisyllabic words from the first lesson. Students read multisyllabic words by reading each individual syllable first then reading the whole word.

- Some words have the target phonics skill (*laundry*).
- Some words also have review skills.

## Multimodal Instruction

Students use multiple senses to respond: They see, hear, say, write, and use motions (a “scoop”) to break each multisyllabic word into syllables.

### Lesson 1

- E. Multisyllabic Challenge Words** Sound out the syllables.  
Read the whole word.

admit fabric rabbit rapid attic

- F. High-Frequency Words** Say. Spell. Read.

to on the with my

little and school he her

## Spell Words

- G. Spelling Journal** Turn to the Spelling Journal on page 150.

## Read Text

- H. Decodable Sentence Expansion** Read each set of sentences. Then expand the last sentence by telling **where**. Select the picture that goes with each set.

1. Nan had a rabbit.  
Nan had a little rabbit.  
Nan had a little rabbit on her lap.  
... , Nan had a little rabbit on her lap.



3

2. The man had fabric.  
The man had fabric with a rip.  
The man had fabric with a little rip.  
... , the man had fabric with a little rip.



1

3. Sam ran.  
Sam, a fit man, ran.  
Sam, a fit man, ran a rapid lap.  
... , Sam, a fit man, ran a rapid lap.



2

## F. High-Frequency Words

Students read high-frequency words with regular and irregular spellings. Similar words are taught together throughout each level. In this level, there is also a focus on irregular spellings in words. Previously taught words are also reviewed in each lesson.

## G. Spelling Journal

Students spell single-syllable and multisyllabic words, both of which have the target skill.

- Students write a dictated word.
- Students check the spelling of their word against the correct spelling and correct their word as needed.
- Students then cover up their word and write the word again from memory.
- They repeat this process for all words.
- Then students write a dictated sentence.

## H. Decodable Sentence Expansion and Texts

Students apply their developing decoding skills and knowledge of high-frequency words to read each set of sentences or text.

- Each set of sentences or text is 100% readable through a combination of decodable words and high-frequency words.
- Students read the set of sentences or text several times in a lesson through repeated readings.

## Making Meaning Comprehension Support

- Each set of sentences includes one image related to it. Each text includes one image related to it or to each text part. After reading, students will label each image to match the set of sentences, text, or text part it represents.
- For Sentence Expansion, students expand the last sentence by adding a phrase that tells where or when.
- For short texts and text parts, students answer oral comprehension questions.

## How Level A Progresses

Students' ability to read connected text grows rapidly across Level A.

- In the first half of the level, students read three sets of sentences, with each sentence in a set expanding on the previous one. For the last sentence, students orally expand the sentence by inserting a phrase based on a category (i.e., where, when).
- In the second half of the level, students read sets of three distinct passages, then move to reading longer passages with three parts.

# Walkthrough: **Student Book** (cont.)

## I.-J. More Practice

Students complete additional practice activities to further strengthen their decoding skills. Activities vary in type and provide different opportunities for students to demonstrate their skills.

### Independent Practice

I. **More Practice 1** Fill in each blank with the best word.

1. Sam **sat** \_\_\_\_\_ with Nan. fat sat cat
2. Nan **ran** \_\_\_\_\_ to school. ran tan man
3. The man is **fit** \_\_\_\_\_. sit fit sat
4. The **fat** \_\_\_\_\_ cat can nap. bat mat fat
5. Nan bit her **lip** \_\_\_\_\_. lip lap sip
6. He can **sit** \_\_\_\_\_ on the mat. rip sit tip
7. My **hat** \_\_\_\_\_ has a rip in it. hat hid hit
8. The little cat sat on **Nan** \_\_\_\_\_. nap tap Nan
9. Nan is **sad** \_\_\_\_\_. sat sad sit
10. I am **Sam** \_\_\_\_\_. Sam sit sat

My Points \_\_\_\_\_

**J. More Practice 2** Draw a line under the sentence that goes best with each picture.

1. Sam ran to school.



Sam sat in school.

2. He sat on a lap.



He sat on a lip.

3. Nan had an attic.



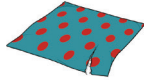
Nan had a rabbit.

4. My little rabbit ran.



My little rabbit sat.

5. The fabric has a lip.



The fabric has a rip.

6. The rabbit is fat.



The rabbit is on my lap.

7. Sam and Nan ran.



The man ran.

8. Sam is a little sad.



Sam ran in the attic.

My Points \_\_\_\_\_

Lesson completed



### Unit Check-Up

Students complete a **Unit Check-Up** at the end of each unit. See page A25 for more information.

**Unit Check-Up** Show what you have learned.



# Walkthrough: Teacher's Guide Routines

*Phonics for Reading* provides a clear and easy-to-follow teacher script that makes it simple for anyone to teach phonics.

## A. Phonemic Awareness

Students still developing decoding skills need practice hearing the individual sounds in words before mapping these sounds to letters. Use this activity to provide the step-by-step support they need.

- This activity is entirely oral.
- Students practice blending (identifying individual sounds or syllables and blending them together to make a word) and segmenting (breaking a word down into its individual sounds or syllables).
- Research has shown that blending and segmenting are the two phonemic awareness activities that do the most to support acquisition of decoding skills.

## Monitor and Adjust

Listen and offer corrective feedback whenever appropriate.

**Correction** Use these bullets for guidance in correcting student errors. The focus may be on an individual letter/sound, a single word, or using guiding questions to help students work through errors.

**Firm Up** Use these bullets to guide students in applying corrections to solidify reading accuracy.

UNIT 1

1

**LESSON**

**OBJECTIVES:**

- to read and spell words containing **a** and **i**

### Say Sounds

**A. BLENDING**

**Blending Sounds in Short Words**

**Note:** When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

1. Open your book to Lesson 1, page 2.
2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
3. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
4. Listen. Say *sat* slowly. /sss/āāā/t/ What word? **sat**
5. Repeat Step 4 with the following words.

/fff/īīī/t/	<b>fit</b>
/mmm/āāā/nnn/	<b>man</b>
/sss/āāā/mmm/	<b>Sam</b>
/rrr/āāā/nnn/	<b>ran</b>

**MONITOR AND ADJUST**

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.

/lll/āāā/p/	<b>lap</b>
/rrr/īīī/p/	<b>rip</b>
/fff/āāā/t/	<b>fat</b>
/nnn/āāā/nnn/	<b>Nan</b>

**Blending Parts in Long Words**

**Note:** Say each part slowly. Pause between the parts.

6. Now, let's say long words. I will say the parts in a word slowly. Then you will say the word. Say *admit* slowly. **ad mit** What word? **admit**
7. When I say I did something wrong, I *admit* it. What word? **admit**
8. Repeat Steps 6 and 7 with the following words.
 

<b>fab ric</b>	A shirt's material is <b>fabric</b> .
<b>at tic</b>	A room at the top of a house is an <b>attic</b> .
<b>rap id</b>	If something is very fast, it is <b>rapid</b> .
<b>rab bit</b>	One kind of animal is a <b>rabbit</b> .

**MONITOR AND ADJUST**

- **Correction** If students make an error, say the word and have them repeat it.

**ENGLISH LEARNER SUPPORT**

- There are sounds in Spanish that are similar to the sounds /āāā/ and /īīī/. Say words with the sounds /āāā/ and /īīī/ and have students repeat after you.

T2 PHONICS FOR READING | Lesson 1
©Curriculum Associates, LLC Copying is not permitted.

## English Learner Support

These notes provide information about phonemic awareness knowledge English Learners bring from other languages, and how to use this to support their learning sounds in English. Build on phonemic awareness knowledge when there are similar sounds in English and scaffold instruction when the sounds are not familiar to them.

## Preparation

In some activities, important details to be aware of and resources to prepare ahead of teaching the activity are listed here.

### Say Sounds (cont.)

#### B. LETTER/SOUND ASSOCIATIONS

1.	a	<u>i</u>	<u>ran</u>	a	<u>s</u>	<u>it</u>	i
2.	r	a	n	b	t		
3.	<u>l</u>	<u>i</u>	a	f	a		
4.	p	a	m	i	d		
5.	j	i	a	h	w		

P 2

**PREPARATION** Write the following words on the board or display them onscreen: **am in Sam**.

**Note:** When modeling continuous sounds, hold the sound for 1–2 seconds. Say stop sounds quickly. Monitor to be sure students are touching under the correct letters.

1. Find Activity B. You are going to learn the sounds for the letters **a** and **i**.
2. Touch under the first word. This word is **ran**. What word? **ran**
3. The underlined letter **a** represents the sound /āā/. What sound? /āā/. Say the sound for **a** again. /āā/
4. Touch under the next word. This word is **sit**. What word? **sit**
5. The underlined letter **i** represents the sound /īī/. What sound? /īī/. Say the sound for **i** again. /īī/
6. You are going to say sounds for letters. First, I will say the sound for a letter and you will repeat it. You may know many of these sounds.
7. Touch under the first letter in Line 1. *Pause*. The sound is /āā/. What sound? /āā/. Next letter. The sound is /īī/. What sound? /īī/. Next letter. The sound is /āā/. What sound? /āā/. Next letter. The sound is /sss/. What sound? /sss/. Next letter. The sound is /īī/. What sound? /īī/.

8. Touch under the first letter in Line 2. *Pause*. The sound is /rrr/. What sound? /rrr/. Next letter. The sound is /āā/. What sound? /āā/. Next letter. The sound is /nnn/. What sound? /nnn/. Next letter. The sound is /b/. What sound? /b/. Next letter. The sound is /t/. What sound? /t/.
9. Repeat Step 8 with the letters in Lines 3, 4, and 5.
10. Let's say these sounds again. Touch under the first letter in Line 1. When I say "sound," say the sound and then touch under the next letter.

#### MONITOR AND ADJUST

- **Correction** If students make an error, say the sound and have them repeat it. Then begin the line again.
- **Firm up** Call on individuals to say the sounds in a line.

#### ENGLISH LEARNER SUPPORT

- The letter **a** represents a sound that is similar to the sound /āā/ in Spanish, and the letter **i** represents a sound that is similar to the sound /īī/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

#### B. Letter/Sound Associations

Use this activity to review previously learned letter/sound associations while mixing in practice of new skills. This helps students start to automatically recognize that certain letters represent certain sounds.

- To introduce a new skill, teach students the sound for the underlined letters in the example word(s) (*saw, fault*), then model how to read the word(s).
- Single-letter vowels are shown in bold. Guide students to say the vowel sound for each bold letter and then the vowel name.
- Vowels are particularly challenging for older students still developing decoding skills. The fact that the vowel names are long vowel sounds can make vowels even more confusing. Saying the vowel sound and the name helps students distinguish between short and long vowel sounds.

#### English Learner Support

English Learners may apply phonics knowledge from other languages when learning target skills. These notes identify similarities and differences in letter/sound associations between English and home languages. Look here for how to support students with the target skill: whether prior phonics knowledge can be leveraged from a home language or whether additional instruction and practice is needed to reinforce an unfamiliar letter/sound associations.

# Walkthrough: **Teacher's Guide Routines** (cont.)

## C. New Words Routine

Use modeling and gradual release to teach decoding with a new sound-spelling pattern.

- Guide students to focus first on the underlined sound. This scaffolds word-reading by connecting to students' knowledge of phonemic awareness and letter/sound associations.
- Then model how to read the word, saying the sounds the letters represent in the first word (*am*).
- Repeat for the other two example words with the new skill(s).
- Have students practice decoding the words in each row next. Reading words on their own prepares students to read words in sentences and longer text.

## UNIT 1 • Lesson 1

### Read Words

#### C. NEW WORDS

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

p.2

**Note:** Touch under each letter. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.

1. Look here. You are going to read words containing the letters **a** and **i**.
2. *Touch to the left of **am**.* Watch as I sound out the word. I won't stop between the sounds. *Touch under the letters as you sound out the word. /āā/mmm/ Slide your finger under the whole word and say: **am**.*
3. *Touch to the left of **in**.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /īī/nnn/ Slide your finger under the whole word and ask: What word? **in***
4. *Touch to the left of **Sam**.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /sss/āā/mmm/ Slide your finger under the whole word and ask: What word? **Sam***
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letter. Everyone, what sound? /āā/
6. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **am**
7. Next word. *Pause.* What sound? /īī/ Put your thumb up when you can read the word. What word? **in**
8. Next word. *Pause.* What sound? /āā/ What word? **Sam**
9. Repeat Step 8 with the words in Line 2: **an, Nan, fit**; and Line 3: **man, sat, sit**.

#### Gradual Release ▲▼

10. Touch under the first word in Line 4. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **fat**
11. Next word. *Pause.* What word? **sad**
12. Next word. *Pause.* What word? **lip**
13. Repeat Step 12 with the words in Line 5: **rip, ran, lap**.

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a sound, say the sound and have them repeat it. If students mispronounce a word, say the word and have them repeat it. Then have them sound out the word and read the word.

If needed, increase support using the **Instructional Routine for Decoding Short Words**:

1. Write the word on the board or display it onscreen.
2. If the word begins with a continuous sound, touch to the left of the word. If the word begins with a stop sound, touch under the first letter.
3. Touch under each letter as you say the corresponding sound.
4. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.
5. Don't stop between the sounds.
6. After sounding out the word, slide your finger under the whole word and ask: *what word?*

- **Firm up** Call on individuals to read a line.

## Gradual Release

As you progress through the activity, the scaffolding and support built into the routine slowly fade away. This gradual release allows students to apply skills they are building more independently, helping them gain confidence in their decoding skills and preparing them to read connected text independently.



## D. Word Families Routine

Repeated reading of words with the same pattern helps students develop automatic word recognition, which contributes to reading fluency.

- Guide students to focus first on the bold word in each word family. This built-in scaffolding helps students recognize the common spelling pattern in each column.
- Timing gives students accountability and motivation to improve both accuracy and rate.

### UNIT 1 • Lesson 1

#### Read Words (cont.)

##### D. WORD FAMILIES

<b>am</b> Sam ham jam ram	<b>an</b> man Nan ran can	<b>in</b> tin pin win fin
---------------------------------------	---------------------------------------	---------------------------------------

p. 2

**PREPARATION** Obtain a stopwatch or other timing device that measures 10 seconds.

1. Find Activity D. You are going to read word families, which are words that rhyme. Find the first column. The first word is **am**. What word? **am**
2. If you know **am**, you know the other words in the column. Read the column with me. **am, Sam, ham, jam, ram**
3. Find the next column. The first word is **an**. What word? **an**
4. If you know **an**, you know the other words in the column. Read the column with me. **an, man, Nan, ran, can**
5. Find the next column. The first word is **in**. What word? **in**
6. If you know **in**, you know the other words in the column. Read the column with me. **in, tin, pin, win, fin**
7. Now, you are going to see how many words you can read in 10 seconds.

##### Cold Timing

8. Start with Column 1 and read down each column.
9. When I say go, whisper read quietly so you do not disturb your neighbors. If you read all the words before I say stop, go back to the beginning and read the words again. Get ready. GO. *Time students for 10 seconds.* STOP.
10. Count the number of words that you read and record the number after **Cold Timing**.

##### Practice

11. Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
12. Count the number of words that you read and record the number after **Practice**.

##### Hot Timing

13. Please exchange books with your partner. *Pause.*
14. Partner 1, you are going to read first. Partner 2, you are going to listen carefully. If your partner makes a mistake, underline the word.
15. Ones, get ready to read quietly to your partner. GO. *Time students for 10 seconds.* STOP. Twos, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
16. Partner 2, your turn to read. Ones, listen carefully. If your partner makes a mistake, underline the word. Twos, get ready to read quietly. GO. *Time students for 10 seconds.* STOP. Ones, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
17. Please return your partner's book.

### How Level A Progresses

#### Review Words (Starting at Lesson 17)

Ongoing review of learned skills helps students strengthen those skills, building toward automatic word recognition. Guide students to read one line of words at a time. Listen and offer corrective feedback whenever appropriate.

#### Vocabulary Support (Starting at Lesson 17)

With the addition of the Review Words activity, additional vocabulary support is integrated. After students read a line of words, they are given a definition, a synonym, or an antonym for one of the four words. Students then circle the word that matches the information provided.

# Walkthrough: **Teacher's Guide Routines** (cont.)

## E. Multisyllabic Challenge Words Routine

Reading multisyllabic words is an important part of quickly moving students toward reading grade-level text. These words are challenging because they are longer and appear harder to decode.

- Each syllable is designated with a "scoop." This scaffolding helps students break the words into manageable chunks for decoding.
- Students sweep their finger under each syllable as they decode it.
- After students read individual syllables, guide them to read the whole word.

## How Level A Progresses

### Read Sentences Routine (Starting at Lesson 17)

Additional sentence-level fluency practice is added as texts shift to longer connected texts. The sentences include words with the target skill, high-frequency words, and words with previously learned skills.

- Model reading a sentence with appropriate phrasing and prosody.
- Then read the sentence with students, guiding them to read with appropriate phrasing and prosody

## UNIT 1 • Lesson 1

### Read Words (cont.)

#### E. MULTISYLLABIC CHALLENGE WORDS

admit fabric rabbit rapid attic p. 3

**PREPARATION** Write **vivid** on the board or display it onscreen. Draw loops under the parts of the word.

1. Let's read long words. Point to **viv**. My turn to sound out this word. Listen as I sound out the first part. Touch under the letters as you say the sounds. Don't stop between the sounds. **lvvv/lll/vvv/ viv** What part? **viv**
2. Listen as I sound out the second part. Touch under the letters as you say the sounds. **lll/d/ id** What part? **id**
3. Say the parts again. Loop under each part. What part? **viv** What part? **id** Slide your finger under the whole word and ask: What word? **vivid**
4. Find Activity E. Now it is your turn to read long words.
5. Touch under the first word. Sound out the first part to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **ad**
6. Sound out the next part to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **mit**
7. Say the parts again. First part? **ad** Next part? **mit**
8. Say the whole word. **admit**
9. Repeat Steps 5–8 with the remaining words: **fabric, rabbit, rapid, and attic.**

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a word part, say the word part and have them repeat it. If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

#### F. HIGH-FREQUENCY WORDS

to on the with my  
little and school he her p. 3

**Note:** Function words in the first line are supported with a sentence.

1. Find Activity F. You are going to read high-frequency words, which are words that appear most often in printed materials. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
2. Touch under the first word. The word is **to**. What word? **to** Say, spell, read. **to, t-o, to** We go **to** school. What word? **to**
3. Touch under the next word. The word is **on**. What word? **on** Say, spell, read. **on, o-n, on** A book is **on** the desk. What word? **on**
4. Touch under the next word. The word is **the**. What word? **the** Say, spell, read. **the, t-h-e, the** The book is green. What word? **the**
5. The next word is **with**. What word? **with** Say, spell, read. **with, w-i-t-h, with** The book is **with** my notebook. What word? **with**
6. The next word is **my**. What word? **my** Say, spell, read. **my, m-y, my** Those are **my** books. What word? **my**
7. Touch under the first word in the next line. The word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little** What word? **little**
8. Repeat Step 7 with the remaining words: **and, school, he, and her.**
9. Let's read these words again. Have students reread the words together. **to, on, the, with, my, little, and, school, he, her**

#### MONITOR AND ADJUST

- Remind students to use known letter/sound associations to help them pronounce a word.
- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them say, spell, and read the word.
- **Firm up** Call on individuals to read several words.

## F. High-Frequency Words Routine

Knowing high-frequency words contributes to fluent reading because students develop automatic word recognition of the words they encounter the most frequently. *Phonics for Reading* lessons teach three kinds of high-frequency words:

- Words with irregular spelling patterns.
- Words with regular spelling patterns that students have already learned.
- Words with regular spelling patterns that students need to be able to read but have not yet learned.

## Spell Words

### G. SPELLING JOURNAL

1. <b>man</b>	<b>man</b>
2. <b>sit</b>	<b>sit</b>
3. <b>lap</b>	<b>lap</b>
4. <b>fat</b>	<b>fat</b>
5. <b>The man sat.</b>	

p 150

**PREPARATION** You will need a board to write on or a display onscreen as you introduce the spelling strategies and provide feedback on each word.

- Turn to your Spelling Journal on page 150 for spelling dictation. Wait until students have located the Spelling Journal and Lesson 1.

#### Single-Syllable Words

- In every lesson, I will dictate words, and you will write the words in your Spelling Journal. Don't write until I ask you to.
- My turn to spell the first word. *Model the routine.* The word is **man**. What word? **man** **Man** has three sounds so I put out three fingers. *Put three fingers in front of you.* Next, I touch my fingers with my other hand and say each sound. *Stop between each sound.* /mmm/ /āā/ /nnn/
- Then I say the sounds as I write the letters in **man**. *Say the sounds as you write man on the board or display it onscreen.* /mmm/ /āā/ /nnn/ Spell **man** with me. *Touch under the letters and spell man. m-a-n*
- Write **man** on the first line after number 1. *Monitor to be sure man is written accurately.*
- Now, cover up the word **man** and write it from memory. *Monitor.* Check the word.
- Let's do the next word together. The word is **sit**. What word? **sit** **Sit** has three sounds. Put out three fingers. *Put three fingers in front of you.* Touch your fingers with your other hand and say each sound. /sss/ /īī/ /t/
- Say the sounds as you write **sit**. *Monitor.*
- Look at your word. Does it look like the word **sit**? If not, fix it up. *Pause.*

- Write **sit** on the board or display it onscreen. Spell **sit** with me. *Touch under the letters and spell sit. s-i-t*
- Check your word. If you misspelled it, cross it out. *Pause.*
- Now, cover up the word **sit** and write it from memory. *Monitor.* Check the word.
- Repeat Steps 7–12 with the words **lap** and **fat**.

#### Sentence

- In every lesson, you will write a sentence.
- Listen. **The man sat.** Say the sentence. **The man sat.**
- Write the sentence. Write neatly. *Monitor.*
- Reread your sentence. Check the spelling of each word.
- Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write correctly above the misspelled word. *Monitor.*
- Count the number of words that you spelled correctly in Lines 1–4 and write the number after **My Points**.

## G. Spelling Routine

Another word for spelling is encoding: students hear the sounds in a word and must map those sounds to letters. Encoding and decoding work together to strengthen reading skills.

- Dictate each word, one at a time. In the first half of Level A, students spell single-syllable words. In the second half, multisyllabic words are included as well.
- Review the correct spelling of the word so students can check their work.
- Ask students to write the word again from memory.
- Finally, dictate the sentence, which includes words with the target skill, high-frequency words, and words with previously learned skills.

# Walkthrough: **Teacher's Guide Routines** (cont.)

## H. Decodable Sentence Expansion Routine

Each set of sentences shows progressive expansion.

- The first sentence is the foundation.
- Each subsequent sentence expands on its predecessor by adding more decodable content.
- The final sentence allows students to expand the sentence on their own, by adding content that tells where or when.

## Repeated Reading

Multiple readings of a text build fluency and reading confidence.

- For the first read, direct students to read the part to themselves and select several students to listen to while they whisper read.
- For the second read, read the part aloud with students, demonstrating appropriate phrasing and prosody. Direct students to use their fingers to track words as they read.
- For the third read, options are presented for individual reading based on the type of text: individual students reading aloud or partner reading.

## How Level A Progresses

### Decodable Text (Starting at Lesson 17)

Students shift to reading short passages, and then move to reading longer passages that contain three parts. Reading connected text is the culminating activity. Each lesson builds to this point as students complete the other types of activities.

## UNIT 1 • Lesson 1

### Read Text

#### H. DECODABLE SENTENCE EXPANSION

1. Nan had a rabbit.  
Nan had a little rabbit.  
Nan had a little rabbit on her lap.  
... , Nan had a little rabbit on her lap. **p 3**

1. Turn to page 3. Find Activity H. You will read sets of sentences that contain words you have learned. In each set, you will read three sentences. Then you will expand the last sentence by adding a phrase that tells **where** the event occurred.
2. Find Sentence Expansion 1.

**Note:** If sentence reading is difficult, guide students in reading the first sentence in each set word by word.

#### Fluency Practice – Sentence Expansion 1

3. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
4. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
5. *Repeat Steps 3 and 4 for the second and third sentences.*
6. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

#### Comprehension – Sentence Expansion 1

7. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
8. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
9. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the pet store, Nan had a little rabbit on her lap. Could Nan have a rabbit on her lap in a pet store? **yes** Yes, this sentence makes sense.
10. Listen. Inside the barn, Nan had a little rabbit on her lap. Could Nan have a rabbit on her lap inside a barn? **yes** Yes, this sentence makes sense.
11. Listen. Up in a tree, Nan had a little rabbit on her lap. Does this sentence make sense? **no** This sentence does not make sense.

## Read Text (cont.)

2. The man had fabric.  
The man had fabric with a rip.  
The man had fabric with a little rip.  
... , the man had fabric with a little rip.

p 3

12. Find Sentence Expansion 2.

**Fluency Practice – Sentence Expansion 2**

13. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
14. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
15. *Repeat Steps 13 and 14 for the second and third sentences.*
16. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

**MONITOR AND ADJUST**

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

**Comprehension – Sentence Expansion 2**

17. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
18. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
19. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the apartment, the man had fabric with a little rip.  
Could a man have fabric with a little rip in an apartment? **yes** Yes, this sentence makes sense.
20. Listen. At the laundromat, the man had fabric with a little rip.  
Could a man have fabric with a little rip at the laundromat? **yes** Yes, this sentence makes sense.
21. Listen. In the afternoon, the man had fabric with a little rip.  
Does this sentence tell **where** the event occurred? **no** Remember, the expanded sentence must make sense and tell **where** the event occurred.

**■ Making Meaning****Comprehension Scaffolds**

Varied types of scaffolding support students as they build comprehension skills at the same time as their decoding skills. This prepares students for the comprehension demands of grade-level texts.

**Sentence Expansion (Lessons 1-16)**

- Read the final sentence with students.
- Model expanding the sentence with an appropriate phrase that tells where or when. Modeling is faded to be optional after several lessons, allowing students to expand the sentence.

**Short Passages and Longer Texts (Starting at Lesson 17)**

- Read the question and sentence stem aloud.
- The sentence stem helps students learn how to appropriately answer using information from the question and evidence from the text.

# Walkthrough: **Teacher's Guide Routines** (cont.)

## Fluency Routines

**Repeated Reading** Students attempt to read more words correctly each time. Each reading is done in a different type of grouping to allow for a variety of practice.

**Partner Reading** Students do this after reading a short passage or text part twice. Students support one another with reading difficult words and improving their reading skills, while the teacher monitors.

**Individual Turns** Within the text routine, the teacher listens to students whisper read on their first read of a text part. In addition, students can choose to read a part aloud on a subsequent reading while the rest of the group follows along.

### Additional Fluency Resources

Additional resources for developing fluency can be found in the **Teacher Toolbox**. These include:

- Copies of the texts found in the Student Book
- Additional texts to read for more practice
- Other fluency-building activities

## UNIT 1 • Lesson 1

### Read Text (cont.)

3. Sam ran.  
Sam, a fit man, ran.  
Sam, a fit man, ran a rapid lap.  
... , Sam, a fit man, ran a rapid lap. p. 3

22. Find Sentence Expansion 3.

#### Fluency Practice – Sentence Expansion 3

- Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
- Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
- Repeat Steps 23 and 24 for the second and third sentences.
- Individual Reading** Call on a student to read a sentence while classmates touch under the words and follow along. *Have the sentences read in order.*

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

#### Comprehension – Sentence Expansion 3

- Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
- Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
- My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. On the sidewalk, Sam, a fit man, ran a rapid lap.  
Could Sam run on a sidewalk? **yes** Yes, this sentence makes sense.
- Listen. In the neighborhood, Sam, a fit man, ran a rapid lap.  
Could Sam run in the neighborhood? **yes** Yes, this sentence makes sense.
- Now it's your turn to expand the sentence. Think of a phrase that tells **where** the event could have occurred. Put your thumb up when you have created a new sentence. *Wait until all thumbs are up. Ask students to share their new sentences with their partners. Then ask several students to share their sentences. Provide feedback to students, focusing on if their sentences make sense and tell where the event occurred.*
- Picture Match** Look at the three pictures. Figure out which picture goes with each set of sentences. Write the correct number next to each picture.



#### MONITOR AND ADJUST

- **Correction** Provide feedback on the Picture Match. Ask students to defend their choices.

## ■ Making Meaning Comprehension Support

After reading the text, guide students to match each picture to the set of sentences, short passage, or text part it represents. Support students as they discuss their choices, encouraging them to use information from the text to support their choices.

## Independent Practice

### I. MORE PRACTICE 1

#### Independent Practice

I. **More Practice 1** Fill in each blank with the best word.

- Sam sat with Nan. fat sat cat
- Nan ran to school. ran tan man
- The man is fit. sit fit sat
- The fat cat can nap. bat mat fat
- Nan bit her lip. lip lap sip
- He can sit on the mat. rip sit tip
- My hat has a rip in it. hat hid hit
- The little cat sat on Nan. nap tap Nan
- Nan is sad. sat sad sit
- I am Sam. Sam sit sat









p 4

#### General Directions for Independent Activities I and J

- Read the directions for the activity with students.
- Have students complete the first item.
- Provide feedback on the item by telling students the correct answer.
- Use one of these options for completing the activity. Select the procedure that reflects the amount of scaffolding/support needed by students.
  - Have students complete the activity independently.
  - Complete the remaining items **orally** with students. Then, have students complete the activity independently, adding all written responses.
  - Proceed item by item with students, providing scaffolding/support as needed and immediate feedback.

### J. MORE PRACTICE 2

J. **More Practice 2** Draw a line under the sentence that goes best with each picture.

- Sam ran to school.  Sam sat in school.
- He sat on a lap.  He sat on a lip.
- Nan had an attic.  Nan had a rabbit.
- My little rabbit ran.  My little rabbit sat.
- The fabric has a lip.  The fabric has a rip.
- The rabbit is fat.  The rabbit is on my lap.
- Sam and Nan ran.  The man ran.
- Sam is a little sad.  Sam ran in the attic.

p 5

#### Providing Feedback on Completed Activities

- For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
- Ask students to circle the number or letter for each correct answer.
- Have students count the number of correct items and record the number after the activity's **My Points**.
- Have students correct any errors after the feedback has been given.

### I. – J. More Practice Activities

Additional practice activities allow students opportunities to apply their skills in different formats.

- Guide students through the additional practice activities, which vary by level and type.
- Students will further apply decoding skills, knowledge of high-frequency words, and text reading skills to demonstrate what they have learned.

## OBJECTIVES:

- to read and spell words containing **a** and **i**

## Say Sounds

## A. BLENDING

## Blending Sounds in Short Words

**Note:** When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

1. Open your book to Lesson 1, page 2.
2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
3. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
4. Listen. Say **sat** slowly. /sss/āāā/t/ What word? **sat**
5. Repeat Step 4 with the following words.

/fff/īīī/t/                      **fit**

/mmm/āāā/nnn/              **man**

/sss/āāā/mmm/                **Sam**

/rrr/āāā/nnn/                **ran**

## MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.

/lll/āāā/p/                      **lap**

/rrr/īīī/p/                        **rip**

/fff/āāā/t/                       **fat**

/nnn/āāā/nnn/                **Nan**

## Blending Parts in Long Words

**Note:** Say each part slowly. Pause between the parts.

6. Now, let's say long words. I will say the parts in a word slowly. Then you will say the word. Say **admit** slowly.  
**ad mit** What word? **admit**
7. When I say I did something wrong, I **admit** it.  
What word? **admit**
8. Repeat Steps 6 and 7 with the following words.  
**fab ric** A shirt's material is **fabric**.  
**at tic** A room at the top of a house is an **attic**.  
**rap id** If something is very fast, it is **rapid**.  
**rab bit** One kind of animal is a **rabbit**.

## MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it.

## ENGLISH LEARNER SUPPORT

- There are sounds in Spanish that are similar to the sounds /āāā/ and /īīī/. Say words with the sounds /āāā/ and /īīī/ and have students repeat after you.



## Say Sounds (cont.)

## B. LETTER/SOUND ASSOCIATIONS

	ran		sit		
1.	a	<u>i</u>	a	<u>s</u>	<u>i</u>
2.	r	a	n	b	t
3.	l	<u>i</u>	a	f	a
4.	p	a	m	<u>i</u>	d
5.	j	<u>i</u>	a	h	w

p 2

**PREPARATION** Write the following words on the board or display them onscreen: **am in Sam**.

**Note:** When modeling continuous sounds, hold the sound for 1–2 seconds. Say stop sounds quickly. Monitor to be sure students are touching under the correct letters.

- Find Activity B. You are going to learn the sounds for the letters **a** and **i**.
- Touch under the first word. This word is **ran**.  
What word? **ran**
- The underlined letter **a** represents the sound /aaa/.  
What sound? /aaa/ Say the sound for **a** again. /aaa/
- Touch under the next word. This word is **sit**. What word? **sit**
- The underlined letter **i** represents the sound /iii/. What sound? /iii/ Say the sound for **i** again. /iii/
- You are going to say sounds for letters. First, I will say the sound for a letter and you will repeat it. You may know many of these sounds.
- Touch under the first letter in Line 1. *Pause*. The sound is /aaa/. What sound? /aaa/  
Next letter. The sound is /iii/. What sound? /iii/  
Next letter. The sound is /aaa/. What sound? /aaa/  
Next letter. The sound is /sss/. What sound? /sss/  
Next letter. The sound is /iii/. What sound? /iii/

- Touch under the first letter in Line 2. *Pause*. The sound is /rrr/. What sound? /rrr/  
Next letter. The sound is /aaa/. What sound? /aaa/  
Next letter. The sound is /nnn/. What sound? /nnn/  
Next letter. The sound is /b/. What sound? /b/  
Next letter. The sound is /t/. What sound? /t/
- Repeat Step 8 with the letters in Lines 3, 4, and 5.
- Let's say these sounds again. Touch under the first letter in Line 1. When I say "sound," say the sound and then touch under the next letter.

## MONITOR AND ADJUST

- Correction** If students make an error, say the sound and have them repeat it. Then begin the line again.
- Firm up** Call on individuals to say the sounds in a line.

## ENGLISH LEARNER SUPPORT

- The letter **a** represents a sound that is similar to the sound /aaa/ in Spanish, and the letter **i** represents a sound that is similar to the sound /iii/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

## Read Words

## C. NEW WORDS

1. <u>a</u> m	<u>i</u> n	S <u>a</u> m	
2. <u>a</u> n	N <u>a</u> n	f <u>i</u> t	
3. m <u>a</u> n	s <u>a</u> t	s <u>i</u> t	
4. fat	sad	lip	▲▼
5. rip	ran	lap	

p 2

**Note:** Touch under each letter. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.

- Look here. You are going to read words containing the letters **a** and **i**.
- Touch to the left of **am**.* Watch as I sound out the word. I won't stop between the sounds. *Touch under the letters as you sound out the word. /aaa/mmm/ Slide your finger under the whole word and say: **am**.*
- Touch to the left of **in**.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /iii/nnn/ Slide your finger under the whole word and ask: What word? **in***
- Touch to the left of **Sam**.* Sound out the word with me. Don't stop between sounds. *Touch under the letters as you sound out the word. /sss/aaa/mmm/ Slide your finger under the whole word and ask: What word? **Sam***
- Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letter. Everyone, what sound? /aaa/
- Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **am**
- Next word. *Pause.* What sound? /iii/ Put your thumb up when you can read the word. What word? **in**
- Next word. *Pause.* What sound? /aaa/ What word? **Sam**
- Repeat Step 8 with the words in Line 2: **an, Nan, fit**; and Line 3: **man, sat, sit**.*

## Gradual Release ▲▼

- Touch under the first word in Line 4. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **fat**
- Next word. *Pause.* What word? **sad**
- Next word. *Pause.* What word? **lip**
- Repeat Step 12 with the words in Line 5: **rip, ran, lap**.*

## MONITOR AND ADJUST

- Correction** If students mispronounce a sound, say the sound and have them repeat it.  
If students mispronounce a word, say the word and have them repeat it. Then have them sound out the word and read the word.  
If needed, increase support using the **Instructional Routine for Decoding Short Words**:
  - Write the word on the board or display it onscreen.
  - If the word begins with a continuous sound, touch to the left of the word. If the word begins with a stop sound, touch under the first letter.
  - Touch under each letter as you say the corresponding sound.
  - Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.
  - Don't stop between the sounds.
  - After sounding out the word, slide your finger under the whole word and ask: *what word?*
- Firm up** Call on individuals to read a line.

## Read Words (cont.)

## D. WORD FAMILIES

<b>am</b>	<b>an</b>	<b>in</b>
Sam	man	tin
ham	Nan	pin
jam	ran	win
ram	can	fin

p 2

**PREPARATION** Obtain a stopwatch or other timing device that measures 10 seconds.

- Find Activity D. You are going to read word families, which are words that rhyme. Find the first column. The first word is **am**. What word? **am**
- If you know **am**, you know the other words in the column. Read the column with me. **am, Sam, ham, jam, ram**
- Find the next column. The first word is **an**. What word? **an**
- If you know **an**, you know the other words in the column. Read the column with me. **an, man, Nan, ran, can**
- Find the next column. The first word is **in**. What word? **in**
- If you know **in**, you know the other words in the column. Read the column with me. **in, tin, pin, win, fin**
- Now, you are going to see how many words you can read in 10 seconds.

 **Cold Timing**

- Start with Column 1 and read down each column.
- When I say go, whisper read quietly so you do not disturb your neighbors. If you read all the words before I say stop, go back to the beginning and read the words again. Get ready. GO. *Time students for 10 seconds.* STOP.
- Count the number of words that you read and record the number after **Cold Timing**.

 **Practice**

- Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
- Count the number of words that you read and record the number after **Practice**.

 **Hot Timing**

- Please exchange books with your partner. *Pause.*
- Partner 1, you are going to read first. Partner 2, you are going to listen carefully. If your partner makes a mistake, underline the word.
- Ones, get ready to read quietly to your partner. GO. *Time students for 10 seconds.* STOP. Twos, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
- Partner 2, your turn to read. Ones, listen carefully. If your partner makes a mistake, underline the word. Twos, get ready to read quietly. GO. *Time students for 10 seconds.* STOP. Ones, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
- Please return your partner's book.

## Read Words (cont.)

## E. MULTISYLLABIC CHALLENGE WORDS

admit fabric rabbit rapid attic p 3

**PREPARATION** Write **vivid** on the board or display it onscreen. Draw loops under the parts of the word.

- Let's read long words. Point to **viv**. My turn to sound out this word. Listen as I sound out the first part. Touch under the letters as you say the sounds. Don't stop between the sounds. /vvv/ /iiv/ /vvv/ **viv** What part? **viv**
- Listen as I sound out the second part. Touch under the letters as you say the sounds. /iiv/ /d/ **id** What part? **id**
- Say the parts again. Loop under each part. What part? **viv** What part? **id** Slide your finger under the whole word and ask: What word? **vivid**
- Find Activity E. Now it is your turn to read long words.
- Touch under the first word. Sound out the first part to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **ad**
- Sound out the next part to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? **mit**
- Say the parts again. First part? **ad** Next part? **mit**
- Say the whole word. **admit**
- Repeat Steps 5–8 with the remaining words: **fabric, rabbit, rapid, and attic**.

## MONITOR AND ADJUST

- Correction** If students mispronounce a word part, say the word part and have them repeat it.  
If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- Firm up** Call on individuals to read several words.

## F. HIGH-FREQUENCY WORDS

to on the with my  
little and school he her p 3

**Note:** Function words in the first line are supported with a sentence.

- Find Activity F. You are going to read high-frequency words, which are words that appear most often in printed materials. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
- Touch under the first word. The word is **to**. What word? **to** Say, spell, read. **to, t-o, to** We go **to** school. What word? **to**
- Touch under the next word. The word is **on**. What word? **on** Say, spell, read. **on, o-n, on** A book is **on** the desk. What word? **on**
- Touch under the next word. The word is **the**. What word? **the** Say, spell, read. **the, t-h-e, the** The book is green. What word? **the**
- The next word is **with**. What word? **with** Say, spell, read. **with, w-i-t-h, with** The book is **with** my notebook. What word? **with**
- The next word is **my**. What word? **my** Say, spell, read. **my, m-y, my** Those are **my** books. What word? **my**
- Touch under the first word in the next line. The word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little** What word? **little**
- Repeat Step 7 with the remaining words: **and, school, he, and her**.
- Let's read these words again. Have students reread the words together. **to, on, the, with, my, little, and, school, he, her**

## MONITOR AND ADJUST

- Remind students to use known letter/sound associations to help them pronounce a word.
- Correction** If students mispronounce a word, say the word and have them repeat it. Then have them say, spell, and read the word.
- Firm up** Call on individuals to read several words.

## Spell Words

### G. SPELLING JOURNAL

- |                        |            |
|------------------------|------------|
| 1. <b>man</b>          | <b>man</b> |
| 2. <b>sit</b>          | <b>sit</b> |
| 3. <b>lap</b>          | <b>lap</b> |
| 4. <b>fat</b>          | <b>fat</b> |
| 5. <b>The man sat.</b> |            |

p 150

**PREPARATION** You will need a board to write on or a display onscreen as you introduce the spelling strategies and provide feedback on each word.

- Turn to your Spelling Journal on page 150 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 1.*

#### Single-Syllable Words

- In every lesson, I will dictate words, and you will write the words in your Spelling Journal. Don't write until I ask you to.
- My turn to spell the first word. *Model the routine.* The word is **man**. What word? **man** **Man** has three sounds so I put out three fingers. *Put three fingers in front of you.* Next, I touch my fingers with my other hand and say each sound. *Stop between each sound.* /mmm/ /āāā/ /nnn/
- Then I say the sounds as I write the letters in **man**. *Say the sounds as you write man on the board or display it onscreen.* /mmm/ /āāā/ /nnn/ Spell **man** with me. *Touch under the letters and spell man. m-a-n*
- Write **man** on the first line after number 1. *Monitor to be sure man is written accurately.*
- Now, cover up the word **man** and write it from memory. *Monitor.* Check the word.
- Let's do the next word together. The word is **sit**. What word? **sit** **Sit** has three sounds. Put out three fingers. *Put three fingers in front of you.* Touch your fingers with your other hand and say each sound. /sss/ /īīī/ /t/
- Say the sounds as you write **sit**. *Monitor.*
- Look at your word. Does it look like the word **sit**? If not, fix it up. *Pause.*

- Write **sit** on the board or display it onscreen. Spell **sit** with me. *Touch under the letters and spell sit. s-i-t*
- Check your word. If you misspelled it, cross it out. *Pause.*
- Now, cover up the word **sit** and write it from memory. *Monitor.* Check the word.
- Repeat Steps 7–12 with the words **lap** and **fat**.

#### Sentence

- In every lesson, you will write a sentence.
- Listen. **The man sat.** Say the sentence. **The man sat.**
- Write the sentence. Write neatly. *Monitor.*
- Reread your sentence. Check the spelling of each word.
- Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write correctly above the misspelled word. *Monitor.*
- Count the number of words that you spelled correctly in Lines 1–4 and write the number after **My Points**.

## Read Text

## H. DECODABLE SENTENCE EXPANSION

1. Nan had a rabbit.

Nan had a little rabbit.

Nan had a little rabbit on her lap.

... , Nan had a little rabbit on her lap.

p 3

1. Turn to page 3. Find Activity H. You will read sets of sentences that contain words you have learned. In each set, you will read three sentences. Then you will expand the last sentence by adding a phrase that tells **where** the event occurred.

2. Find Sentence Expansion 1.

**Note:** If sentence reading is difficult, guide students in reading the first sentence in each set word by word.

## Fluency Practice – Sentence Expansion 1

3. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
4. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
5. *Repeat Steps 3 and 4 for the second and third sentences.*
6. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

## MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

## Comprehension – Sentence Expansion 1

7. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
8. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
9. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the pet store, Nan had a little rabbit on her lap.  
Could Nan have a rabbit on her lap in a pet store? **yes**  
Yes, this sentence makes sense.
10. Listen. Inside the barn, Nan had a little rabbit on her lap.  
Could Nan have a rabbit on her lap inside a barn? **yes**  
Yes, this sentence makes sense.
11. Listen. Up in a tree, Nan had a little rabbit on her lap.  
Does this sentence make sense? **no** This sentence does not make sense.

## Read Text (cont.)

2. The man had fabric.  
 The man had fabric with a rip.  
 The man had fabric with a little rip.  
 . . . , the man had fabric with a little rip.

p 3

12. Find Sentence Expansion 2.

### Fluency Practice – Sentence Expansion 2

13. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
14. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
15. *Repeat Steps 13 and 14 for the second and third sentences.*
16. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

### MONITOR AND ADJUST

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

### Comprehension – Sentence Expansion 2

17. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
18. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
19. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. In the apartment, the man had fabric with a little rip.  
 Could a man have fabric with a little rip in an apartment? **yes** Yes, this sentence makes sense.
20. Listen. At the laundromat, the man had fabric with a little rip.  
 Could a man have fabric with a little rip at the laundromat? **yes** Yes, this sentence makes sense.
21. Listen. In the afternoon, the man had fabric with a little rip.  
 Does this sentence tell **where** the event occurred? **no**  
 Remember, the expanded sentence must make sense and tell **where** the event occurred.

Read Text (cont.)

3. Sam ran.  
 Sam, a fit man, ran.  
 Sam, a fit man, ran a rapid lap.  
 . . . , Sam, a fit man, ran a rapid lap.

p 3

22. Find Sentence Expansion 3.

**Fluency Practice – Sentence Expansion 3**

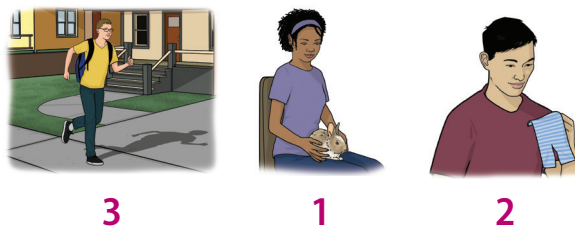
23. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
24. **Choral Reading** Let’s read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
25. *Repeat Steps 23 and 24 for the second and third sentences.*
26. **Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

**MONITOR AND ADJUST**

- **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

**Comprehension – Sentence Expansion 3**

27. Let’s read the fourth sentence together. Begin. *Chorally read the sentence with students.*
28. Let’s expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
29. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. On the sidewalk, Sam, a fit man, ran a rapid lap.  
 Could Sam run on a sidewalk? **yes** Yes, this sentence makes sense.
30. Listen. In the neighborhood, Sam, a fit man, ran a rapid lap.  
 Could Sam run in the neighborhood? **yes** Yes, this sentence makes sense.
31. Now it’s your turn to expand the sentence. Think of a phrase that tells **where** the event could have occurred. Put your thumb up when you have created a new sentence. *Wait until all thumbs are up. Ask students to share their new sentences with their partners. Then ask several students to share their sentences. Provide feedback to students, focusing on if their sentences make sense and tell where the event occurred.*
32. **Picture Match** Look at the three pictures. Figure out which picture goes with each set of sentences. Write the correct number next to each picture.



p 3

**MONITOR AND ADJUST**

- **Correction** Provide feedback on the Picture Match. Ask students to defend their choices.



## Independent Practice

### I. MORE PRACTICE 1

#### Independent Practice

I. More Practice 1 Fill in each blank with the best word.

- Sam sat with Nan. fat sat cat
- Nan ran to school. ran tan man
- The man is fit. sit fit sat
- The fat cat can nap. bat mat fat
- Nan bit her lip. lip lap sip
- He can sit on the mat. rip sit tip
- My hat has a rip in it. hat hid hit
- The little cat sat on Nan. nap tap Nan
- Nan is sad. sat sad sit
- I am Sam. Sam sit sat









p 4

#### General Directions for Independent Activities I and J

- Read the directions for the activity with students.
- Have students complete the first item.
- Provide feedback on the item by telling students the correct answer.
- Use one of these options for completing the activity. Select the procedure that reflects the amount of scaffolding/support needed by students.
  - Have students complete the activity independently.
  - Complete the remaining items **orally** with students. Then, have students complete the activity independently, adding all written responses.
  - Proceed item by item with students, providing scaffolding/support as needed and immediate feedback.

### J. MORE PRACTICE 2

J. More Practice 2 Draw a line under the sentence that goes best with each picture.

- Sam ran to school.  Sam sat in school.
- He sat on a lap.  He sat on a lip.
- Nan had an attic.  Nan had a rabbit.
- My little rabbit ran.  My little rabbit sat.
- The fabric has a lip.  The fabric has a rip.
- The rabbit is fat.  The rabbit is on my lap.
- Sam and Nan ran.  The man ran.
- Sam is a little sad.  Sam ran in the attic.

p 5

#### Providing Feedback on Completed Activities

- For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
- Ask students to circle the number or letter for each correct answer.
- Have students count the number of correct items and record the number after the activity's **My Points**.
- Have students correct any errors after the feedback has been given.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
<b>New Words</b>							
am	fix	bat	bib	on	Bob	cot	up
in	ad	cat	Jim	ox	job	cat	us
Sam	wax	his	bad	mob	lot	tot	run
an	win	him	ham	mop	jot	fox	rub
Nan	van	can	did	map	him	jog	sod
fit	sap	bit	Dad	rat	box	jig	mug
man	sip	had	pad	rot	cab	got	fun
sat	mad	hid	hat	fox	cob	sop	fan
sit	lid	pat	big	rod	hot	cod	sun
fat	map	pit	dip	rid	tip	cap	pin
sad	fin	hit	hit	not	hit	not	mud
lip	fan	tan	mat	Nat	top	log	mad
rip	rat	tin	gas	Bob	dot	pat	pun
ran	six	tap	has	rip	hip	pot	rug
lap	mix	tip	his	nod	hop	pit	rig
<b>Challenge Words</b>							
admit	tidbit	cabin	napkin	cannot	robin	tactic	until
fabric	limit	visit	picnic	fossil	solid	mimic	sunup
rabbit	satin	mishap	timid	hatbox	bobcat	combat	muffin
rapid	valid	atlas	zigzag	topic	canvas	tonsil	rustic
attic	habit	panic	victim	bandit	catnap	mascot	suntan
<b>High-Frequency Words</b>							
to	my	her	was	after	you	put	they
on	her	are	are	from	of	of	very
the	he	have	no	to	some	from	put
with	we	my	go	was	from	some	have
my	on	with	have	with	after	he	after
little	the	see	to	my	and	my	and
and	school	school	school	her	no	people	some
school	water	little	on	see	go	school	see
he	little	water	and	no	water	little	was
her	people	people	with	water	are	water	to

LESSON 9	LESSON 10	LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15	LESSON 16
<b>New Words</b>							
bud	hug	Ed	get	beg	off	Bill	lass
bid	big	fed	pet	yet	miss	huff	hill
but	bug	set	hem	pat	fill	dill	less
cub	pup	sit	bed	yes	hill	doll	gill
cab	tug	men	hum	Don	mass	less	loss
tub	tag	red	pen	den	pass	loss	Jess
cup	hum	not	pan	wed	less	fuss	Bess
cod	cut	led	leg	pet	jazz	mess	off
hut	ham	lad	log	pot	kiss	hiss	moss
not	rut	web	lug	pit	puff	Jill	miss
nut	bun	met	bet	pop	putt	mutt	toss
hot	sub	lot	bat	Mom	Jeff	boss	doll
bus	sob	let	ten	hen	egg	fill	fill
dug	jug	get	jet	him	will	Bess	Jeff
dog	rot	rod	jot	leg	mitt	fell	boss
<b>Challenge Words</b>							
public	hubcap	upset	hectic	rotten	sunset	sunlit	laptop
ribbon	submit	exit	helmet	comet	kitten	tennis	fitness
campus	summit	cobweb	hidden	fatten	eggnog	suffix	gossip
hiccup	vivid	sadden	denim	inlet	signal	sadness	dismiss
cotton	comic	panel	puppet	happen	cactus	unless	hilltop
<b>High-Frequency Words</b>							
she	into	look	where	said	play	be	be
went	after	down	went	to	be	have	we
saw	some	from	have	where	said	into	after
very	from	some	her	of	some	with	where
you	very	into	with	from	where	went	went
her	put	put	some	some	down	play	play
of	she	they	children	look	saw	her	said
put	saw	very	into	down	children	down	children
he	went	saw	look	we	from	children	with
people	they	went	down	children	after	said	her

LESSON 17	LESSON 18	LESSON 19	LESSON 20	LESSON 21	LESSON 22	LESSON 23	LESSON 24
<b>New Words</b>							
math	path	duck	rust	nest	jump	risk	when
neck	back	dock	fast	lamp	pump	test	ship
dash	hush	bath	bump	must	band	west	chip
pack	wish	path	lend	last	hand	desk	chat
path	with	deck	lent	bump	tent	land	that
cash	tack	sack	mask	fist	ramp	best	shed
peck	bath	mash	list	sent	mend	bend	this
bath	mash	sock	rest	cast	dust	damp	thus
fish	kick	mesh	lump	send	dusk	ramp	chop
rock	tuck	sash	lost	desk	vast	bump	whip
dish	cash	tack	mend	went	tusk	fast	shop
moth	rush	mush	lamp	fund	task	pest	then
pick	rash	lick	hand	sand	wind	past	whiz
Jack	lock	pick	hint	mask	pond	lump	chin
rack	luck	gush	ask	mint	husk	pond	thud
<b>Challenge Words</b>							
dishrag	backlog	backup	insist	disgust	dentist	unjust	chipmunk
bathhtub	backpack	polish	absent	contest	invest	extend	nutshell
within	packet	publish	fastness	discuss	locket	husband	shamrock
vanish	punish	bucket	backrest	pocket	sandbox	indent	chitchat
racket	ticket	hammock	intend	jackpot	invent	socket	banish
<b>High-Frequency Words</b>							
for	into	was	was	have	some	be	saw
put	for	she	from	very	my	he	into
my	some	down	put	are	are	she	was
they	from	saw	for	they	down	we	to
where	put	for	very	you	work	after	said
long	play	little	work	long	and	go	work
saw	children	water	her	see	school	long	put
you	the	work	where	her	see	the	down
work	long	play	said	look	play	where	children
water	you	long	people	children	the	no	and

LESSON 25	LESSON 26	LESSON 27	LESSON 28	LESSON 29	LESSON 30
<b>New Words</b>					
shed	when	sled	plot	grab	bran
this	chin	fled	skin	plum	grin
shop	then	bran	step	grin	spot
that	them	Fred	flap	flat	snip
thin	thin	crib	skid	grip	trap
chin	shed	sped	trim	drum	slim
ship	whiz	brim	stop	club	drip
chap	shut	clam	skip	Glen	grip
chat	shin	flat	crab	slid	slip
whip	chug	snap	flag	twin	crop
chug	chum	snip	drag	glad	clam
chip	shell	twig	stem	spot	flip
then	that	clap	plan	skit	frog
shut	chap	crop	Stan	drag	skin
when	this	drop	trip	spin	stop
<b>Challenge Words</b>					
whiplash	radish	snapshot	traffic	clinic	drumstick
fishnet	endless	bobsled	jacket	unpack	rocket
thickness	eggshell	nostril	flapjack	frantic	plastic
potluck	shipment	restless	planet	backdrop	drastic
jobless	basket	bottom	wagon	gladness	ballad
<b>High-Frequency Words</b>					
go	very	be	my	was	from
no	have	he	they	said	water
some	they	she	are	school	very
after	of	where	some	into	after
for	are	from	after	you	where
see	water	play	long	my	saw
her	work	you	for	people	some
the	look	school	from	after	into
they	little	long	of	very	down
people	put	down	have	for	long

# Placement Test Instructions

This test can be used to place students in any of the three *Phonics for Reading* levels, or to measure student progress.

**PREPARATION** Make one copy of the **Student Form of the Placement Test** for each student to read (pages T287–T289). Also, make a copy of the **Recording Form** to collect test data for each student (pages T290–T292).

## STARTING PLACE

Start with Subtest A. However, if you anticipate that the student could be placed in a more advanced level, begin with a higher subtest.

## PROCEDURE

1. Ask the student to read aloud the words in each line of the subtest.
2. If the student makes four consecutive errors, terminate the subtest and have the student read a lower subtest.
3. If the student takes more than five seconds to read a word, direct the student to read the next word.
4. If the student correctly reads the criterion number of word parts for the subtest (80% correct), have the student read the words on the next subtest.
5. Terminate the test at the point at which the student does not meet the 80% criterion.  
Note that multisyllable words are given one point for each decodable word part (e.g., provide = 2; adjustable = 3).
6. Based on the results of the subtests, you may choose to place a student at the beginning of a level or at an intermediate point within the level.
7. The data collected for each student can be recorded on a copy of the **Individual Student Record** (page T293).
8. All student data can be summarized on a copy of the **Group Record** (page T294) for the purpose of forming instructional groups.

## MEASURING STUDENT PROGRESS

The Placement Test can be used not only as a pretest but also as a post test. When the student completes a level or a portion of a level, the appropriate subtest can be administered again to gauge student growth.

**SUBTEST A**

<b>mix</b>	<b>pad</b>	<b>tin</b>	<b>cab</b>	<b>dot</b>
<b>tug</b>	<b>bet</b>	<b>hum</b>	<b>log</b>	<b>den</b>
<b>mishap</b>	<b>helmet</b>	<b>rustic</b>	<b>fossil</b>	

**SUBTEST B**

<b>puff</b>	<b>moss</b>	<b>rack</b>	<b>pill</b>	<b>moth</b>
<b>hush</b>	<b>deck</b>	<b>mint</b>	<b>rust</b>	<b>pond</b>
<b>shed</b>	<b>thud</b>	<b>whip</b>	<b>chat</b>	<b>snap</b>
<b>stem</b>	<b>clam</b>	<b>grin</b>	<b>plum</b>	<b>twig</b>
<b>vanish</b>	<b>invent</b>	<b>contest</b>	<b>unpack</b>	



**SUBTEST C**

grain	beach	faint	treat	spray
grown	slight	boast	screen	glow
seaweed	oatmeal	highway	rainbow	

**SUBTEST D**

shame	slap	globe	sslide	skate
drive	robe	rob	pine	code
nineteen	reptile	explode	landscape	

**SUBTEST E**

scarf	clerk	torch	chirp	blurt
chore	marsh	verse	thorn	whirl
harvest	surplus	confirm	border	





**SUBTEST F**

booth	spoil	chew	launch	employ
shampoo	turmoil	oyster	exhaust	
unleash	discard	expand	grateful	
affordable	extinction	remarkable		

**SUBTEST G**

blouse	knight	phase	sketch	quote
surround	orphan	stretcher	banquet	
contain	needle	protect	sharpest	
completely	connection	glamorous		

**SUBTEST H**

percent	replace	ginger	teaspoon	pleasant
urgent	widespread	margin		
understood	marshmallow	leadership		
progressive	concealment	astonishingly		



Level A

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**SUBTEST A***Lessons 1-13*

<b>mix</b>	<b>pad</b>	<b>tin</b>	<b>cab</b>	<b>dot</b>
<b>tug</b>	<b>bet</b>	<b>hum</b>	<b>log</b>	<b>den</b>
<b>mishap</b> <sup>2</sup>	<b>helmet</b> <sup>2</sup>	<b>rustic</b> <sup>2</sup>	<b>fossil</b> <sup>2</sup>	

If the student correctly reads 14 parts, continue with **Subtest B** \_\_\_\_\_/18 \_\_\_\_\_%**SUBTEST B***Lessons 14-30*

<b>puff</b>	<b>moss</b>	<b>rack</b>	<b>pill</b>	<b>moth</b>
<b>hush</b>	<b>deck</b>	<b>mint</b>	<b>rust</b>	<b>pond</b>
<b>shed</b>	<b>thud</b>	<b>whip</b>	<b>chat</b>	<b>snap</b>
<b>stem</b>	<b>clam</b>	<b>grin</b>	<b>plum</b>	<b>twig</b>
<b>vanish</b> <sup>2</sup>	<b>invent</b> <sup>2</sup>	<b>contest</b> <sup>2</sup>	<b>unpack</b> <sup>2</sup>	

If the student correctly reads 22 parts, continue with **Subtest C** \_\_\_\_\_/28 \_\_\_\_\_%



Level B

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**SUBTEST C***Lessons 1-12*

<b>grain</b>	<b>beach</b>	<b>faint</b>	<b>treat</b>	<b>spray</b>
<b>groan</b>	<b>slight</b>	<b>boast</b>	<b>screen</b>	<b>glow</b>
<b>seaweed<sup>2</sup></b>	<b>oatmeal<sup>2</sup></b>	<b>highway<sup>2</sup></b>	<b>rainbow<sup>2</sup></b>	

If the student correctly reads 14 parts, continue with **Subtest D** \_\_\_\_\_/18 \_\_\_\_\_%**SUBTEST D***Lessons 13-20*

<b>shame</b>	<b>slap</b>	<b>globe</b>	<b>slide</b>	<b>skate</b>
<b>drive</b>	<b>robe</b>	<b>rob</b>	<b>pine</b>	<b>code</b>
<b>nineteen<sup>2</sup></b>	<b>reptile<sup>2</sup></b>	<b>explode<sup>2</sup></b>	<b>landscape<sup>2</sup></b>	

If the student correctly reads 14 parts, continue with **Subtest E** \_\_\_\_\_/18 \_\_\_\_\_%**SUBTEST E***Lessons 21-32*

<b>scarf</b>	<b>clerk</b>	<b>torch</b>	<b>chirp</b>	<b>blurt</b>
<b>chore</b>	<b>marsh</b>	<b>verse</b>	<b>thorn</b>	<b>whirl</b>
<b>harvest<sup>2</sup></b>	<b>surplus<sup>2</sup></b>	<b>confirm<sup>2</sup></b>	<b>border<sup>2</sup></b>	

If the student correctly reads 14 parts, continue with **Subtest F** \_\_\_\_\_/18 \_\_\_\_\_%



Student Name \_\_\_\_\_

Date \_\_\_\_\_

**SUBTEST F***Lessons 1-12*

<b>booth</b>	<b>spoil</b>	<b>chew</b>	<b>launch</b>	<b>employ<sup>2</sup></b>
<b>shampoo<sup>2</sup></b>	<b>turmoil<sup>2</sup></b>	<b>oyster<sup>2</sup></b>	<b>exhaust<sup>2</sup></b>	
<b>unleash<sup>2</sup></b>	<b>discard<sup>2</sup></b>	<b>expand<sup>2</sup></b>	<b>grateful<sup>2</sup></b>	
<b>affordable<sup>2</sup></b>	<b>extinction<sup>3</sup></b>	<b>remarkable<sup>3</sup></b>		

If the student correctly reads 24 parts, continue with **Subtest G** \_\_\_\_\_/30 \_\_\_\_\_%**SUBTEST G***Lessons 13-21*

<b>blouse</b>	<b>knight</b>	<b>phase</b>	<b>sketch</b>	<b>quote</b>
<b>surround<sup>2</sup></b>	<b>orphan<sup>2</sup></b>	<b>stretcher<sup>2</sup></b>	<b>banquet<sup>2</sup></b>	
<b>contain<sup>2</sup></b>	<b>needle<sup>2</sup></b>	<b>protect<sup>2</sup></b>	<b>sharpest<sup>2</sup></b>	
<b>completely<sup>3</sup></b>	<b>connection<sup>3</sup></b>	<b>glamorous<sup>3</sup></b>		

If the student correctly reads 24 parts, continue with **Subtest H** \_\_\_\_\_/30 \_\_\_\_\_%**SUBTEST H***Lessons 22-36*

<b>percent<sup>2</sup></b>	<b>replace<sup>2</sup></b>	<b>ginger<sup>2</sup></b>	<b>teaspoon<sup>2</sup></b>	<b>pleasant<sup>2</sup></b>
<b>urgent<sup>2</sup></b>	<b>widespread<sup>2</sup></b>	<b>margin<sup>2</sup></b>		
<b>understood<sup>2</sup></b>	<b>marshmallow<sup>2</sup></b>	<b>leadership<sup>2</sup></b>		
<b>progressive<sup>3</sup></b>	<b>concealment<sup>3</sup></b>	<b>astonishingly<sup>5</sup></b>		

If the student correctly reads 29 parts, the student can be placed in materials more difficult than *Phonics for Reading*. \_\_\_\_\_/36 \_\_\_\_\_%



Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

LEVEL	SUBTEST	PRETEST DATE	POSTTEST DATE
<b>1</b>	<b>A</b>	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
<b>1</b>	<b>B</b>	____/28 correct parts*	____/28 correct parts*
		____/% correct parts	____/% correct parts
<b>2</b>	<b>C</b>	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
<b>2</b>	<b>D</b>	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
<b>2</b>	<b>E</b>	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
<b>3</b>	<b>F</b>	____/30 correct parts*	____/30 correct parts*
		____/% correct parts	____/% correct parts
<b>3</b>	<b>G</b>	____/30 correct parts*	____/30 correct parts*
		____/% correct parts	____/% correct parts
<b>3</b>	<b>H</b>	____/36 correct parts*	____/36 correct parts*
		____/% correct parts	____/% correct parts

\*Parts refer to decodable chunks within the word and do not equate directly with syllables. For example, the word *adjustable* has three parts because the word *able* is taught as a single word part or decodable chunk.



**How to Use the Charts** If a sound or letter/sound transfers from English to a home language (*yes*), point out this connection. If a sound or letter/sound transfer is approximate (*approx.*) or does not transfer (*no*), preteach it and use the EL Supports in the lessons.

### Level A Language Transfer

Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Hatian Creole	
			Sound Transfer	Letter/Sound Transfer	Sound Transfer	Letter/Sound Transfer	Sound Transfer	Letter/Sound Transfer	Sound Transfer	Letter/Sound Transfer	Sound Transfer	Letter/Sound Transfer
1-4	<b>a (ran)</b>	/aaa/	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
	<b>i (sit)</b>	/iii/	approx.	no	approx.	no	no	no	yes	no	no	no
5-7	<b>o (mop)</b>	/ooo/	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
8-10	<b>u (rug)</b>	/uuu/	approx.	no	no	no	approx.	no	yes	no	no	no
11-13	<b>e (net)</b>	/eee/	yes	yes	yes	yes	yes	yes	no	no	yes	no
14-16	<b>ss (miss)</b>	/sss/	yes	no	yes	no	no	no	yes	no	no	no
	<b>ll (hill)</b>	/lll/	yes	no	yes	no	no	no	yes	no	no	no
	<b>ff (off)</b>	/fff/	yes	no	yes	no	yes	no	yes	no	no	no
	<b>zz (jazz)</b>	/zzz/	no	no	no	no	no	no	yes	no	no	no
17-19	<b>ck (rock)</b>	/k/	yes	no	yes	no	yes	no	yes	no	no	no
	<b>th (path)</b>	/th/	no	no	no	no	no	no	yes	no	no	no
	<b>sh (dish)</b>	/sh/	no	no	no	no	no	no	yes	no	no	no
20-23	<b>st (nest)</b>	/sss/t/	no	no	no	no	no	no	no	no	no	no
	<b>sk (task)</b>	/sss/k/	no	no	no	no	no	no	no	no	no	no
	<b>nd (send)</b>	/nnn/d/	no	no	no	no	no	no	no	no	no	no
	<b>nt (sent)</b>	/nnn/t/	no	no	no	no	no	no	no	no	no	no
	<b>mp (lamp)</b>	/mmm/p/	no	no	no	no	no	no	no	no	no	no

**NOTE** Mandarin and Arabic do not use a Latin alphabet for writing. Romanized Mandarin is referenced for letter/sound transfers. There are no letter/sound matches for Arabic. Information in these charts was gathered from academic sources and linguists.

Level A Language Transfer (cont.)

Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Hatian Creole	
			Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer
24-26	<b>ch (chin)</b>	/ch/	yes	yes	no	no	approx.	approx.	no	no	yes	yes
	<b>wh (when)</b>	/wh/	no	no	yes	no	no	no	yes	no	yes	no
	<b>th (that)</b>	/th/	no	no	no	no	no	no	yes	no	no	no
	<b>sh (dish)</b>	/sh/	no	no	no	no	no	no	yes	no	no	no
27-30	<b>cl (clam)</b>	/k/lll/	yes	yes	no	no	no	no	yes	no	yes	yes
	<b>fl (fled)</b>	/fff/lll/	yes	yes	no	no	no	no	yes	no	yes	yes
	<b>gl (Glen)</b>	/g/lll/	yes	yes	no	no	no	no	no	no	yes	yes
	<b>br (bran)</b>	/b/rrr/	yes	yes	no	no	no	no	yes	no	approx.	approx.
	<b>cr (crop)</b>	/k/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	<b>dr (drip)</b>	/d/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	<b>fr (Fred)</b>	/fff/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	<b>gr (grin)</b>	/g/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	<b>sp (sped)</b>	/sss/p/	no	no	no	no	no	no	no	no	no	no
	<b>sl (sled)</b>	/sss/lll/	no	no	no	no	no	no	no	no	no	no
	<b>sn (snap)</b>	/sss/nnn/	no	no	no	no	no	no	no	no	no	no
	<b>st (stop)</b>	/sss/t/	no	no	no	no	no	no	no	no	no	no
<b>tw (twig)</b>	/t/www/	approx.	approx.	no	no	no	no	approx.	no	yes	yes	



Level B Language Transfer

Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Haitian Creole	
			Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer
1-3	<b>ai (rain)</b>	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
	<b>ay (play)</b>	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
4-6	<b>ee (feed)</b>	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
	<b>ea (leaf)</b>	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
7-9	<b>oa (coat)</b>	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
	<b>ow (snow)</b>	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
10-12	<b>igh (light)</b>	/īīī/	yes	no	approx.	no	approx.	no	yes	no	yes	no
13-16	<b>a (rake)</b>	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
17-20	<b>i (five)</b>	/īīī/	yes	no	approx.	no	approx.	no	yes	no	yes	no
	<b>o (joke)</b>	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
21-23	<b>ar (car)</b>	/ar/	no	no	no	no	no	no	no	no.	no	no
24-26	<b>er (fern)</b>	/er/	no	no	no	no	no	no	no	no	no	no
27-29	<b>or (corn)</b>	/or/	no	no	no	no	no	no	no	no	no	no
30-22	<b>ir (bird)</b>	/er/	no	no	no	no	no	no	no	no	no	no
	<b>ur (turn)</b>	/er/	no	no	no	no	no	no	no	no	no	no

Level C Language Transfer

Lesson	Letter(s)	Sound	Spanish		Mandarin		Vietnamese		Arabic		Hatian Creole	
			Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer	Sound Transfer	Letter/ Sound Transfer
1-3	<b>oo (moon)</b>	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no
4-6	<b>aw (saw)</b>	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
	<b>au (fault)</b>	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
7-9	<b>oi (oil)</b>	/oi/	yes	yes	no	no	approx.	approx.	no	no	no	no
	<b>oy (joy)</b>	/oi/	yes	yes	no	no	approx.	no	no	no	no	no
10-12	<b>ew (new)</b>	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no
13-15	<b>ou (loud)</b>	/ou/	approx.	no	yes	no	yes	no	yes	no	approx.	no
16-18	<b>kn (know)</b>	/nnn/	yes	no	yes	no	yes	no	yes	no	no	no
	<b>ph (phone)</b>	/fff/	yes	no	yes	no	yes	no	yes	no	yes	no
	<b>qu (quack)</b>	/qu/	yes	no	approx.	no	no	no	no	no	no	no
	<b>wr (write)</b>	/rrr/	yes	no	yes	no	yes	no	yes	no	no	no
19-21	<b>tch (match)</b>	/ch/	yes	no	no	no	yes	no	no	no	yes	no
	<b>dge (bridge)</b>	/j/	no	no	no	no	approx.	no	yes	no	no	no
22-24	<b>c (cell)</b>	/sss/	yes	yes	no	no	yes	no	yes	no.	approx.	no
25-27	<b>g (cage)</b>	/j/	no	no	no	no	approx.	no	yes	no	no	no
28-30	<b>ow (down)</b>	/ou/	approx.	no	yes	no	yes	no	yes	no	approx.	no
31-33	<b>oo (shook)</b>	/oo/	approx.	no	no	no	approx.	no	yes	no	no	no
34-36	<b>ea (thread)</b>	/eee/	yes	no	yes	no	yes	no	no	no	yes	no

Introduction of Letter/Sound Associations				Single-Syllable Words		Multisyllabic Words		High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	
1-4	a	/āāā/	ra <u>n</u>	VC and CVC words with /āāā/	am ma <u>n</u>	a and i	ad <u>mit</u> cab <u>in</u>	to, on, the, with, my, little, and, school, he, her, we, water, people, are, have, see, was, no, go
	i	/īīī/	si <u>t</u>	VC and CVC words with /īīī/	in fi <u>t</u>			
5-7	o	/ōōō/	mo <u>p</u>	VC and CVC words with /ōōō/	o <u>n</u> fo <u>x</u>	o and known vowels a and i	can <u>not</u> ton <u>sil</u>	after, from, you, of, some, put
8-10	u	/ūūū/	ru <u>g</u>	VC and CVC words with /ūūū/	u <u>p</u> su <u>n</u>	u and known vowels a, i, and o	mu <u>ffin</u> su <u>ntan</u>	they, very, she, went, saw, into
11-13	e	/ēēē/	ne <u>t</u>	VC and CVC words with /ēēē/	Ed re <u>d</u>	e and known vowels a, i, o, and u	u <u>pset</u> he <u>ctic</u>	look, down, where, children, said
14-16	ss ll ff zz	/sss/ /lll/ /fff/ /zzz/	lo <u>ss</u> se <u>ll</u> hu <u>ff</u> bu <u>zz</u>	VCC and CVCC words ending with the double consonants ss, ll, ff, and zz	pa <u>ss</u> wi <u>ll</u> pu <u>ff</u> ja <u>zz</u>	double consonants and known vowels	hi <u>lltop</u> un <u>less</u>	play, be
17-19	ck th sh	/k/ /th/ /sh/	ro <u>ck</u> pa <u>th</u> di <u>sh</u>	CVCC words ending with the consonants digraphs ck, th, and sh	pa <u>ck</u> ba <u>th</u> fi <u>sh</u>	ck, th, and sh and known vowels	ra <u>cket</u> ba <u>th</u> tub di <u>sh</u> rag	for, long, work
20-23	st sk nd nt mp	/sss/t/ /sss/k/ /nnn/d/ /nnn/t/ /mmm/p/	ne <u>st</u> ta <u>sk</u> se <u>nd</u> se <u>nt</u> la <u>mp</u>	CVCC words ending with the consonants blends st, sk, nd, nt, and mp	fa <u>st</u> ma <u>sk</u> le <u>nd</u> hi <u>nt</u> lu <u>mp</u>	consonants blends and known vowels	co <u>n</u> te <u>s</u> t sa <u>n</u> db <u>ox</u> in <u>ve</u> nt	Review of words taught in previous lessons
24-26	ch wh th sh	/ch/ /wh/ /th/ /sh/	ch <u>in</u> wh <u>en</u> th <u>at</u> sh <u>op</u>	CVCC words beginning with the consonants digraphs ch, wh, th, and sh	ch <u>op</u> wh <u>iz</u> th <u>ud</u> sh <u>ed</u>	ch, wh, th, and sh and known vowels	ch <u>i</u> pm <u>u</u> nk wh <u>i</u> pl <u>a</u> sh th <u>i</u> ck <u>n</u> ess sh <u>i</u> pm <u>e</u> nt	Review of words taught in previous lessons
25-27	cl fl gl br cr dr fr gr sp sl sn st tw	/k/lll/ /fff/lll/ /g/lll/ /b/rrr/ /c/rrr/ /d/rrr/ /fff/rrr/ /g/rrr/ /sss/p/ /sss/lll/ /sss/nnn/ /sss/t/ /t/www/	cl <u>a</u> m fl <u>e</u> d gl <u>e</u> n br <u>a</u> n cr <u>o</u> p dr <u>i</u> p fr <u>e</u> d gr <u>i</u> n sp <u>o</u> t sl <u>e</u> d sn <u>a</u> p st <u>e</u> p tw <u>i</u> n	CVCC words beginning with the consonants blends cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, and tw	cl <u>a</u> p fl <u>a</u> t gl <u>a</u> d br <u>i</u> m cr <u>i</u> b dr <u>o</u> p fr <u>o</u> g gr <u>i</u> p sp <u>e</u> d sl <u>i</u> d sn <u>i</u> p st <u>o</u> p tw <u>i</u> g	consonants blends and known vowels	cl <u>i</u> n <u>i</u> c fl <u>a</u> p <u>a</u> ck gl <u>a</u> d <u>n</u> ess ba <u>c</u> kdr <u>o</u> p fr <u>a</u> n <u>t</u> ic bo <u>b</u> s <u>l</u> e <u>d</u> sn <u>a</u> ps <u>h</u> ot	Review of words taught in previous lessons

## Level B Scope and Sequence

Introduction of Letter/Sound Associations				Single-Syllable Words		Multisyllabic Words		Words with Word Endings		High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	Word Type	Examples	
1-3	ai ay	/āā/ /āā/	rain day	Words with ai and ay	fail pain play hay	ai and ay	raindrop maintain railway crayon	Words with -ed ending	mailed painted missed	were, you, of, said, have, after, from, because, people, they, are, look, was, some, how, have, my, put, saw, there
4-6	ee ea	/ēē/ /ēē/	tree leaf	Words with ee and ea	beets sheep beach lean	ee and ea	freeway indeed sunbeam seaweed	Words with -ed ending	needed peeled reached	things, little, water, into, come, down
7-9	oa ow	/ōō/ /ōō/	coat snow	Words with oa and ow	coach toast flow bowl	oa and ow	oatmeal rowboat window snowman	Words with both -ed and -ing endings	floated floating snowed snowing	all, work, school, been, who
10-12	igh	/īī/	light	Words with igh	night sigh	igh	highway stoplight	Words with both -ed and -ing endings	stayed staying crossed crossing	do, use, what, where, very, your
13-16	a_e	/āā/	rake	CVCe words with a	sale grape	CVCe with a	gateway inhale	Words with 1 or 2 medial consonants and -ing ending	trading mapping	long, song, strong, my, by, why, cry, dry
17-20	i_e o_e	/īī/ /ōō/	five joke	CVCe words with i and o	white time vote nose	CVCe with i and o	nineteen reptile explode backbone	Words with 1 or 2 medial consonants and -ing ending	smiling sitting hoping jogging	try, to, fly
21-23	ar	/ar/	car	Words with ar	smart farm	ar	artist market	Words with -ed and -ing endings		would, should, could
24-26	er	/er/	fern	Words with er	term herd	er	perfect yesterday	Words with -er ending	trainer starter	she, he, me, be, we
27-29	or	/or/	corn	Words with or	sport horse	or	forget important	Words with -ed, -ing and -er endings		other, another, mother
30-32	ir ur	/er/ /er/	bird curve	Words with ir and ur	first girl churn hurt	ir and ur	birthday thirteen further hamburger	Words with -ed, -ing and -er endings		Review of words taught in previous lessons

## Level C Scope and Sequence

Introduction of Letter/Sound Associations				Single-Syllable Words		Multisyllabic Words		Words with Word Parts		High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	Word Type	Examples	
1-3	oo	/oo/	moon	Words with oo	food bloom	oo	moonlight dustproof	Words with un- and dis- Words with -able and -ful	unlock distrust teachable handful	all, call, hall, ball, tall, now, how, some, many, because, your, who, through, also, about, fall, where, there, been, one, were, want, put
4-6	aw au	/au/ /au/	saw fault	Words with aw and au	yawn draw cause fault	aw and au	drawing lawyer pauper automatic	Words with re- and pre- Words with -ness and -less	return preheat madness helpless	other, another, mother, brother, come, find, people, what, animals, care, why, would, could, should, from, good
7-9	oi oy	/oi/ /oi/	oil joy	Words with oi and oy	point soil toy boy	oi and oy	turmoil appointment employee soybean	Words with be- and de- Words with -tion and -sion	become delay fraction vision	old, cold, told, gold, sold, fold, hold, give, work
10-12	ew	/oo/	new	Words with ew	grew threw	ew	newscast screwdriver	Words with in- and ex- Words with -ly and -y	inspect expand badly windy	mind, kind, over, again, done, walk, talk, warm, machine, hour
13-15	ou	/ou/	loud	Words with ou	house spout	ou	southwest encounter	Words with con- Words with -ous	contain joyous	woman, enough, even, word, women, learn, minute
16-18	kn ph qu wr	/nnn/ /fff/ /qu/ /rrr/	know phone quack write	Words with kn Words with ph Words with qu Words with wr	knife kneel phone graph quilt quote wring wreck	kn ph qu wr	kneecap knapsack dolphin emphasis vanquish equipment wrapper handwritten	Words with com- Words with -le	complete handle	live, two, sure, don't, both, father, only
19-21	tch dge	/ch/ /j/	match bridge	Words with tch Words with dge	switch hatch lodge wedge	tch dge	pitchfork outstretch misjudge drawbridge	Words with pro- Words with -er and -est	provide smaller smallest	four, most, does, by, my, try, cry, dry, move, their, any, among
22-24	c	/sss/	cell peace	Words with c	cent lace	c	citrus embrace	Words with a- Words with -ment	about moment	every, heard, almost
25-27	g	/j/	cage urge	Words with g	page gist	g	gingersnap giraffe	Words with mis- Words with -ish	misled reddish	friend, years, thought
28-30	ow	/ou/	down	Words with ow	owl brown	ow	chowder sunflower	Words with -al	final	something, somehow, sometime, somewhere, though, somewhat, someday
31-33	oo	/oo/	book	Words with oo	foot good	oo	understood woodpecker	Words with -ive	active	anything, anyone, anyhow, anywhere, anyway, anytime
34-36	ea	/eee/	thread	Words with ea	deaf meant	ea	weather gingerbread	Review words with word parts		although, always, throughout, already, altogether

**affix** a word part added to the beginning or end of a base word that changes the meaning of the word; taught in all Level B lessons as Word Endings (-ed, -ing, -er) and in all Level C lessons

**alphabetic principle** the understanding that letters and sets of letters stand for sounds

**automaticity** the ability to decode words automatically and correctly

**blending** combining units of sounds to form a word; can be combining individual phonemes or combining syllables to form a word; taught in Level A Lessons 1-16, Level B Lessons 1-6

**blend** a.k.a. consonant blend; two consonants next to each other, and the sound of each is audible when reading the word; taught in Level A Lessons 20-23, 27-30

**closed syllable** a syllable that has a short vowel sound and ends with a consonant (e.g., *bag*, both syllables in *picnic*, both syllables in *bathub*); taught in all lessons

**connected text** a group of words that make a sentence, or a group of related sentences that make a paragraph, article, or story; sentence-level reading and passage-level reading of connected texts are in all lessons

**continuous sound** a consonant or vowel sound whose pronunciation can be held for a few seconds without distorting the sound, for example, /mmm/, /sss/, /āāā/, /ōōō/; taught in all lessons

**CVCe** consonant vowel consonant final-e; a word with this structure indicates the vowel and the final-e together represent the vowel sound; taught in Level B Lessons 13-20

**decoding** identifying the sound that a letter or set of letters stands for and putting those sounds together to read a word; taught in all lessons

**decodable text** connected text that is highly controlled for readability using letter/sound associations that have been taught; featured in all lessons

**digraph** two letters that stand for one sound; consonant digraphs are taught in Level A Lessons 17-19, 24-26; vowel digraphs are taught in Level B Lessons 1-9, Level C Lessons 1-3, 31-36

**diphthong** two vowels that stand for one sound, where the beginning of the sound is close to the first vowel's sound and end of the sound is close to the second vowel's sound; taught in Level C Lessons 4-9, 13-15, 28-30

**encoding** spelling; identifying the letter or set of letters that represent a sound; taught in all lessons

**explicit instruction** a.k.a. systematic instruction; instruction that teaches skills in a systematic, sequential way using defined steps and teacher actions to support student learning; includes modeling and ample practice ("I do. We do. You do.")

**foundational skills** the skills required as the basis for becoming a fluent reader, which include concepts of print, the alphabetic principle, phonological awareness, phonics, word recognition including high-frequency words, fluency

**fluency** a.k.a. oral reading fluency; the ability to accurately read text with good pacing (rate) and expression; practiced and taught in all lessons

**grapheme** one or more letters that stand for a sound; taught in all lessons

**high-frequency words** words that occur most frequently in printed text, and sometimes have irregular sounds and spellings; taught in all lessons

**letter/sound association** a.k.a. letter/sound correspondence; the idea that a letter or set of letters represent a sound; knowing letter/sound associations is the foundation for decoding; taught in all lessons

**long vowel** the vowel sound heard when saying the name of the vowel, i.e., *a*, *e*, *i*, and *o*; taught in Level B, Lessons 1-20

**morpheme** the smallest part of a word that has meaning; can be a single syllable (e.g., *sit*), more than one syllable (e.g., *inhale*), or a word part (e.g., *pre* or *heat* in *preheat*); taught in all lessons

**multisyllabic word** a word with more than one syllable; taught in all lessons

**onset** the consonant sound or sounds that come before the first vowel in a word or syllable; for example, /lll/ in *light*, /ch/ in *chose*, /t/rrr/ in *trail*

**open syllable** a syllable that ends with a vowel sound, often a long vowel sound (e.g., *stay*, the first syllable in *seaweed*, the second syllable in *enjoy*); taught in most Level B and Level C lessons

**phoneme** a sound; can be represented by one letter or more than one letter; taught in all lessons

**phonemic awareness** an aspect of phonological awareness that is the ability to recognize individual sounds in spoken words; taught in Level A Lessons 1-30, Level B Lessons 1-12

**phonological awareness** the ability to recognize parts of spoken words, including sounds, syllables, rhymes, and onsets and rimes; taught in Level A Lessons 1-30

**phonics** reading instruction focused on the alphabetic principle, teaching how to decode words; students who lack a strong phonics base often have difficulty with comprehension because their cognitive effort is focused on decoding rather than understanding; taught in all lessons

**prefix** an affix added to the beginning of a base word that changes the meaning of the word; taught in all Level C lessons

**r-controlled vowel** a vowel whose sound is altered by the letter *r* that immediately follows it (e.g., *ar* as in *cart*, *ir* as in *thirst*); taught in Level B Lessons 21-30

**readability** the combination of decodable words and high-frequency words that indicates how challenging a text is to read

**rhyming** when words have the same ending sound(s) or pattern, for example *cake* and *lake*; rhyming words are sometimes called word families; taught in all lessons

**rime** the vowel or vowels and the remaining sounds in a word after the onset; for example, /lɪt/ in *light*, /oʊz/ in *chose*, /aɪl/ in *trail*; the rime part of a word is the part that rhymes with other words, such as *bright* and *light*; rime is the underpinning of pattern recognition in the Word Families activity in all lessons

**segmenting** breaking a word into its individual units of sound; can be breaking a word into individual phonemes or into syllables; taught in Level A Lessons 17-30, Level B Lessons 7-12

**short vowel** the vowel sound heard in words with a consonant-vowel-consonant (CVC) syllable pattern (e.g., *hat*, *sit*, *leg*, *top*, *napkin*, *sunset*) or minor sounds for vowel digraphs (e.g., *down*, *book*, *head*); CVC syllables taught in all Level A lessons and reviewed in all Level B and C lessons; minor spellings of short vowel sounds taught in Level C, Lessons 25-36

**sight words** words that a student recognizes automatically, by sight; sight words vary by student

**stop sound** a consonant sound pronounced quickly to avoid distorting the sound, including /b/, /d/, /g/, /j/, /k/, /p/, /t/, /ks/; taught in all lessons

**suffix** an affix added to the end of a base word that changes the meaning of the word; taught in all Level B lessons as Word Endings (-ed, -ing, -er) and in all Level C lessons

**syllable** a word or word part that has a vowel sound (e.g., *dog*, *bright* and *ness* in *brightness*); taught in all lessons

**words in isolation** words that are not part of connected text but presented either individually or in lists; taught in all lessons

**word recognition** the ability to recognize words instantly







