

 i-Ready Learning

# Phonics for Reading<sup>®</sup>

Anita Archer, Ph.D.

## Teacher's Guide

LEVEL  
B

Curriculum Associates<sup>®</sup>

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ISBN 978-1-7280-8734-4

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North Billerica, MA 01862

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# LEVEL B

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# LEVEL B

# Lessons

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### Lesson 1

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Word Ending(s): *-ed*

Say Sounds.....	T2
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Word Ending(s): *-ed, -ing*

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*and o*

Word Ending(s): *-ing*

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*and o*

Word Ending(s): *-ing*

Say Sounds.....	T204
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# Lessons *(continued)*

## UNIT 7

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### Lesson 23

**Phonics Skill(s):** *ar*  
**Word Ending(s):** *-ed, -ing*

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**Word Ending(s):** *-ed, -ing, -er*

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### Lesson 25

**Phonics Skill(s):** *er*  
**Word Ending(s):** *-ed, -ing, -er*

Say Sounds.....	T258
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Read Sentences.....	T262
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### Lesson 26

**Phonics Skill(s):** *er*  
**Word Ending(s):** *-ed, -ing, -er*

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**Word Ending(s):** *-ed, -ing, -er*

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**Phonics Skill(s):** *or*  
**Word Ending(s):** *-ed, -ing, -er*

Say Sounds.....	T290
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**Word Ending(s):** *-ed, -ing, -er*

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**Word Ending(s):** *-ed, -ing, -er*

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Spell Words .....	T317
Read Text .....	T318
Independent Practice.....	T321

### Lesson 31

**Phonics Skill(s):** *ir, ur*

**Word Ending(s):** *-ed, -ing, -er*

Say Sounds.....	T322
Read Words .....	T323
Read Sentences .....	T326
Spell Words .....	T326
Read Text .....	T327
Independent Practice.....	T331

### Lesson 32

**Phonics Skill(s):** *ir, ur*

**Word Ending(s):** *-ed, -ing, -er*

Say Sounds.....	T332
Read Words .....	T333
Read Sentences .....	T336
Spell Words .....	T337
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# 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!**

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# 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 is no sound /eee/ in Mandarin, and students may confuse the sounds /iii/ and /eee/. Have students repeat these sounds and minimal pairs after you: /iii/, **rid**; /eee/, **read**.

### ENGLISH LEARNER SUPPORT

- The letters **e-e** and **e-a** do not represent the sound /eee/ in Spanish or Haitian Creole. Students may say the two letters as separate vowels. Have students say the sounds for letters in Lines 1 and 3 again.

- See pages T357–T360 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 B 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>ai</b> ( <i>rain</i> )	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
	<b>ay</b> ( <i>play</i> )	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
4-6	<b>ee</b> ( <i>feed</i> )	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
	<b>ea</b> ( <i>leaf</i> )	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
7-9	<b>oa</b> ( <i>coat</i> )	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
	<b>ow</b> ( <i>snow</i> )	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	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.

Lesson 12

**Read Text**

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

### Jobs Today

**Part 1**

**Teacher Reads** As technology improves, new jobs are created. One example is a drone operator. A drone is a small aircraft that flies without a pilot. The drone operator uses remote controls to guide the drone from the ground.

Some jobs of today did not exist in the past. Jobs  
11 have grown to meet people's needs.  
17 Today people can work with **drones**. On land,  
25 people set the flight path for the drone. Then they send  
36 the drone up. They need to keep the drone going the  
47 right way on its flight.  
52 When the drone is up high, it can check on things.  
63 High up, a drone can check traffic on a highway.  
73 A drone can check on crops and send spray to help  
84 crops grow. Someday, a drone may drop off boxes on  
94 people's front steps.

**Part 2**




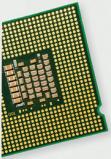
**Teacher Reads** Many of today's jobs need the Internet. Podcasting would be impossible to do without the Internet. Almost all podcasts are audio, or spoken words.

97 Some people do podcasting, which is doing  
104 shows that are put on the **Internet**. When people  
113 do podcasts, they may speak on topics. They may  
122 discuss bands. Some people may discuss fun spots for  
131 road trips. Some people teach things, such as fitness  
140 and how to keep chickens. To do a podcast, people  
150 follow a set of steps. Then they upload the podcast to  
161 the Internet.  
163 After that, fans can download the podcast for free.  
172 Podcasts are a way to reach lots of people.

**Part 3**

**Teacher Reads** The word *app* is short for *application*. An app lets people do different things on phones and computers.

181 Some people work at dreaming up apps for tablets  
190 and **phones**. They invent apps that help people do  
199 tasks. With apps, people can send texts and email, plan  
209 travel, do banking, and chat with pals.  
216 Today there are jobs that did not exist in the past.  
227 What jobs may be there for you when you are an adult?  
239 There may be jobs that do not exist yet. [Learn More](#)  
248



Part \_\_\_\_\_      Part \_\_\_\_\_      Part \_\_\_\_\_

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## 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 B.

### ■ 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.

3. Get ready to read the words in Line 1 together. Begin. **slash, slap, crash, rash** Circle the word that means to hit something so hard it causes damage. *Pause.* **Crash** is to hit something so hard it causes damage. If you made a mistake, cross out your word and circle **crash**.

*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.

**Teacher Reads** As technology improves, new jobs are created. One example is a drone operator. A drone is a small aircraft that flies without a pilot. The drone operator uses remote controls to guide the drone from the ground.

*Activity K: 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.

- Why might someone make a podcast?  
Begin by saying: Someone might make a podcast to \_\_\_\_\_. **Someone might make a podcast to (Answers will vary: discuss bands; discuss fun spots for road trips; teach things).**

*Activity K: Decodable Text*

### ■ Assign written comprehension questions after each decodable text.

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

4. **WHAT** is podcasting?  
Podcasting is **doing shows to put on the Internet**.
  5. **WHAT** may people do in a podcast?  
In a podcast, people may **Answers will vary: speak on topics; discuss bands or road trips; teach things**.
- **Part 3**

*Activity L: 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

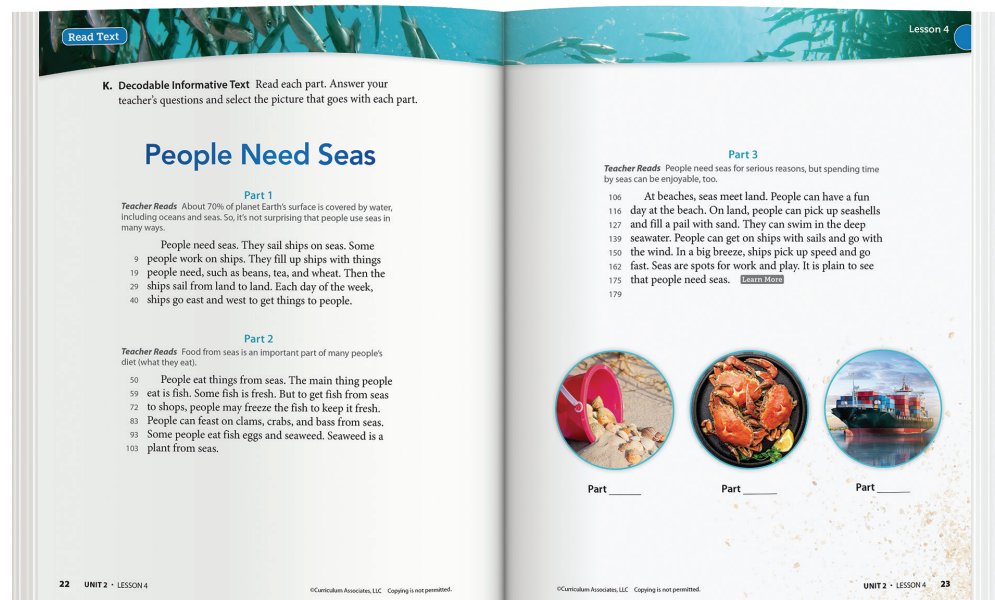
au oy pre- oo  
kn ph -ous

#### 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

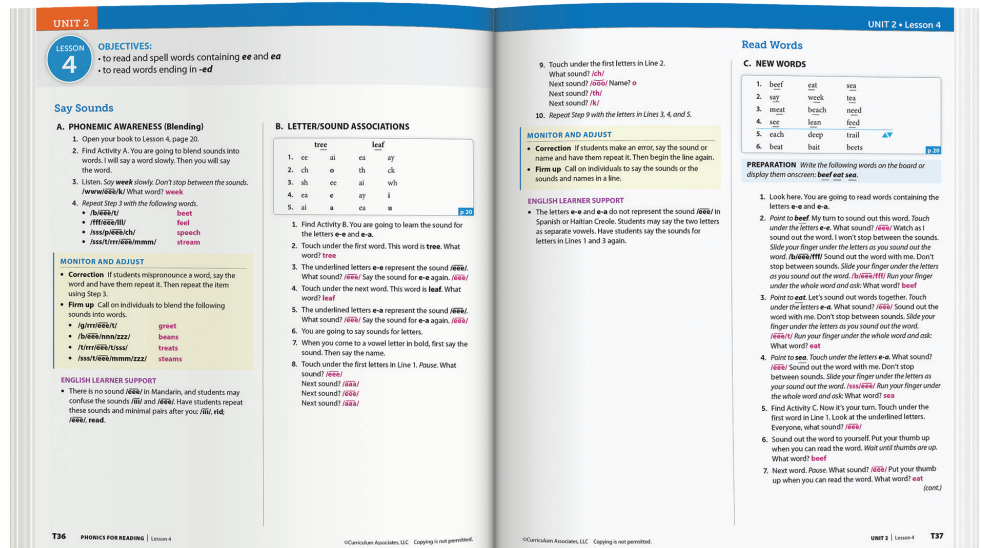
Each lesson provides instruction and practice in a target skill and then builds toward reading an engaging, developmentally appropriate decodable text.





# 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

#### Single-Syllable

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,



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.

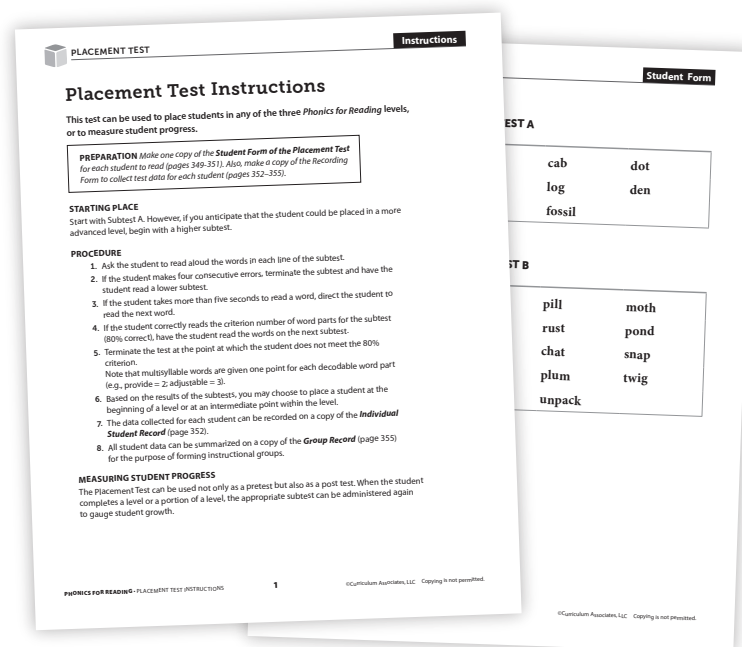
**See the Placement Test and Administration Guide** on page T348. It is also available on the Teacher Toolbox and at [i-ReadyCentral.com/PfRPlacementTest](http://i-ReadyCentral.com/PfRPlacementTest).

## 4. Group Students by Level.

Students who place into Level B will learn or review:

- Units of three to four lessons focusing on a particular skill
- Phonemic awareness, vowel digraphs, CVCe vowels, r-controlled vowels
- High-frequency words, word families, words with endings *-ed* and *-ing*
- Single-syllable and multisyllabic words
- Previously taught skills
- Spelling
- Reading words in meaningful, connected text

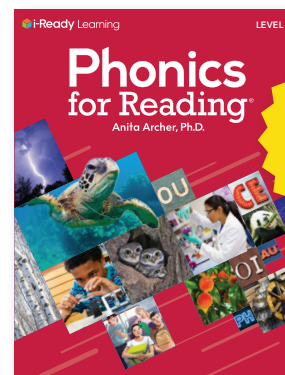
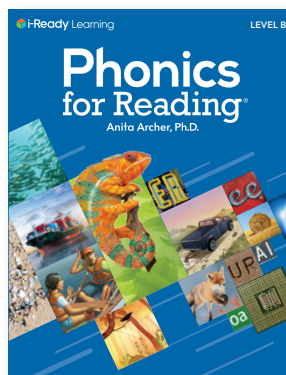
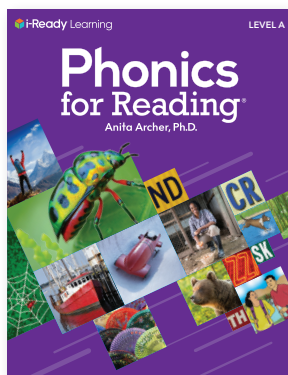
**Note** It is critical that the skills be taught in the order in which they appear in the program.



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

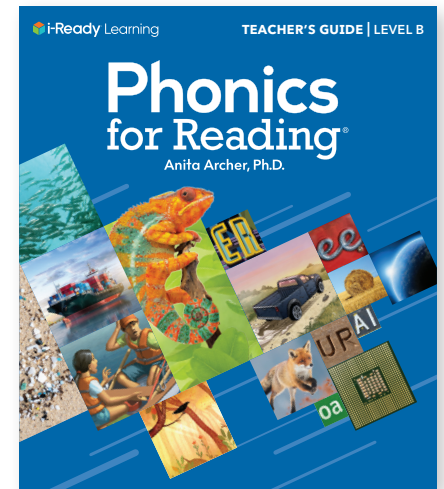
Students encode single-syllable and multisyllabic words. They also write a dictated sentence.

### Read Text

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

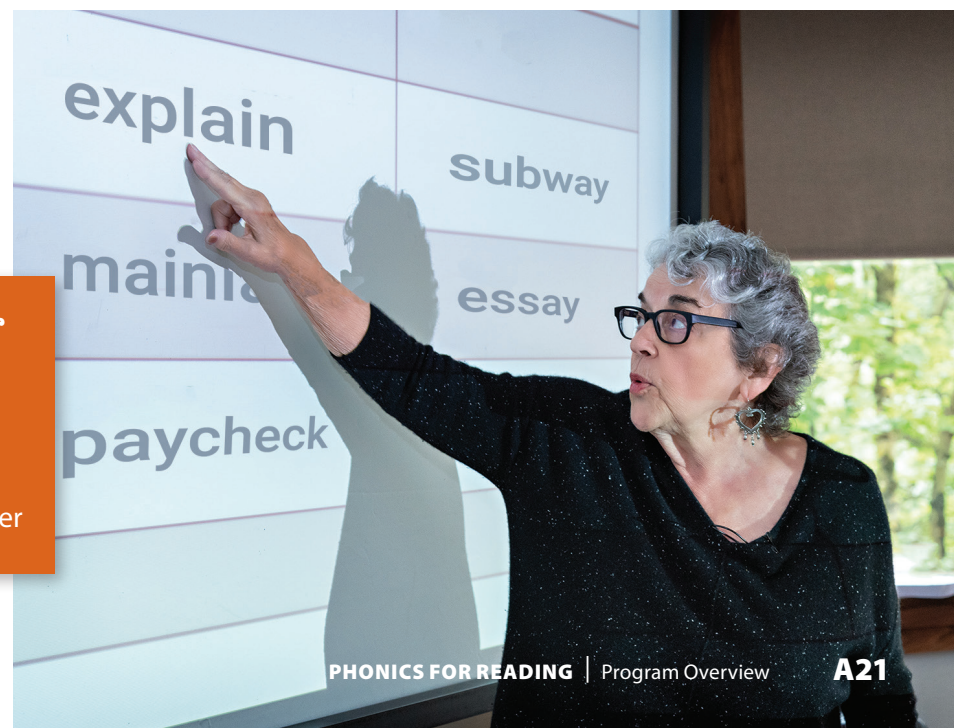
### Independent Practice

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 page T348. It is also available on the Toolbox and [i-ReadyCentral.com/PfRPlacementTest](http://i-ReadyCentral.com/PfRPlacementTest).

PLACEMENT TEST  
Level A

Administrator's Recording Sheet

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

**SUBTEST A**

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 **Subtest B** \_\_\_\_\_/18 \_\_\_\_\_%

**SUBTEST 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 **Subtest C** \_\_\_\_\_/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 mispronounce a word part, say the word part and have students 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.

### 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 beginning on page T32.

## 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. trail 2. stay 3. explain 4. paycheck 5. raindrop

**B. Word Reading**

**New Words**  
play braid gray plain spray

**Multisyllabic Challenge Words**  
midday crayon mailbox paycheck waistband

**High-Frequency Words**  
was of you they are

**Words with Endings**  
rained painted played braided waited

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

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

**C. Passage Reading Fluency**

**Grass and Hay**

On the ranch, we have grass that will be food for the stock. The grass is not sprayed with water because the grass gets water from rain. In May, if we have 3 days with sun and no rain, we cut the grass. When we cut the grass, we lay it on the land until it wilts. Then the grass is hay. Next, we put the hay into banches and stack them. The banches of hay are put in a shed. Some of the hay will be food for the stock. We will sell the rest of the hay.

Hay crops can fail! If we wait to cut the grass, we may not have hay for the stock. If it rains after we cut the grass, the hay can rot. If the shed is damp, the hay may rot. If insects, or bugs, get to the crop, the crop can fail. Yes, we have had failed crops!

**D. Text Comprehension**

- HOW** is the grass getting water?  
The grass is getting water from the rain.
- WHEN** the grass wilts, what is it?  
When the grass wilts, it is hay.
- WHERE** are the banches of hay put?  
The banches of hay are put in a shed.
- HOW** can a hay crop fail?  
A hay crop can fail if Answers will vary; they wait to cut the grass; the hay rots from rain or the shed; insects get into the hay.

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

## Passage Reading Fluency

Reading a decodable passage and answering questions about the passage

**Fluency Checks** Measure students' fluency using one-minute Fluency Checks. These assessments leverage the passages in the Student Book.

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

Read Text

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

## People Need Seas

**Part 1**

**Teacher Reads** About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

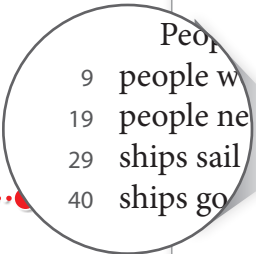
People need seas. They sail ships on seas. Some people work on ships. They fill up ships with things people need, such as beans, tea, and wheat. Then the ships sail from land to land. Each day of the week, ships go east and west to get things to people.

**Part 2**

**Teacher Reads** Food from seas is an important part of many people's diet (what they eat).

People eat things from seas. The main thing people eat is fish. Some fish is fresh. But to get fish from seas to shops, people may freeze the fish to keep it fresh. People can feast on clams, crabs, and bass from seas. Some people eat fish eggs and seaweed. Seaweed is a plant from seas.

22 UNIT 2 • LESSON 4 ©Curriculum Associates, LLC. Copying is not permitted.



# 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 an 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 rows provide practice without this scaffolding.
- Words chosen include review of previously learned skills.

## Irregular Words

In some lessons, an **Irregular Word** is presented under the list of New Words that is a high-frequency word whose letters do not represent the expected sound. Students practice recognizing these exceptions and applying a partial decoding strategy to letters that have regular sound-spellings.

## D. Word Families

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

- Students read the first word in each column (*see, need, eat*).
- 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 2

Lesson
4

**OBJECTIVES:**

- to read and spell words containing *ee* and *ea*
- to read words ending in *-ed*

Say Sounds

**A. Phonemic Awareness** Listen to the sounds as your teacher says a word slowly. Then say the word.

**B. Letter/Sound Associations** Look at the letters. Say the sounds.

	tree		leaf	
1.	ee	ai	ea	ay
2.	ch	o	th	ck
3.	sh	ee	ai	wh
4.	ea	e	ay	i
5.	ai	a	ea	u

Read Words

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

1.	be <u>ef</u>	e <u>a</u> t	s <u>ea</u>
2.	s <u>ay</u>	w <u>ee</u> k	t <u>ea</u>
3.	m <u>ea</u> t	b <u>ea</u> ch	n <u>ee</u> d
4.	s <u>ee</u>	l <u>ea</u> n	f <u>ee</u> d
5.	e <u>a</u> ch	d <u>ee</u> p	t <u>r</u> ail
6.	b <u>ea</u> t	b <u>ai</u> t	b <u>ee</u> ts

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

see	need	eat
bee	feed	meat
flee	seed	seat
free	speed	wheat
tree	bleed	treat

**10 Second Challenge**  
 Cold Timing    \_\_\_ words read  
 Practice        \_\_\_ words read  
 Hot Timing      \_\_\_ words read

20 UNIT 2 • LESSON 4
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## Student Engagement

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

### E. Review Words

Students review skills learned by reading words. Minimal pairs (*paint, pant, trip, rip*) are included to reinforce previously taught skills.

### Lesson 4

**E. Review Words** Read a line of words. When your teacher gives a meaning, circle the correct word.

- |          |      |       |       |
|----------|------|-------|-------|
| 1. paint | pant | plan  | stay  |
| 2. Spain | pain | brain | brass |
| 3. tray  | trip | rip   | step  |
| 4. man   | main | train | trap  |

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

**F. Words with Endings** Sound out the underlined base word. Read the base word with the ending.

1. claimed | 2. fainted | 3. hailed | 4. needed | 5. speeded

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

seashell peanut seaweed sunbeam  
payment coffee weekend season

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

things little water there people  
they after put saw from

### Read Sentences

**I. Sentences** Read the sentences with phrasing.

1. Can fish freeze in seawater?
2. There is a little breeze from the sea.
3. They need to put the crayons in the box.
4. After my dog did a trick, I fed him a treat from the bag.
5. Some people have a plan to stay in Spain for a week.

### Spell Words

**J. Spelling Journal** Turn to the Spelling Journal on page 195.

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UNIT 2 • LESSON 4 21

### ■ Making Meaning Vocabulary Support

Integrate vocabulary support while reviewing previously taught decoding skills. A definition, synonym, or antonym is delivered quickly. Students identify the word that matches it.

### F. Word Endings

Identifying base words and endings helps students recognize patterns and supports multisyllabic words.

- Students read the underlined base word (*claim*), and then read the word with the ending (*claimed*).
- Students also learn how to read words with endings when the base word has been altered.

### G. 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 (*seashell*).
- Some words also have review skills (*payment*).
- Some words are connected to the decodable text.

### 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.

### H. High-Frequency Words

Students read high-frequency words with regular and irregular spellings. Similar words are taught together throughout each level. Previously taught words are also reviewed in each lesson.

### I. Read Sentences

Students move from word-level fluency practice to sentence-level fluency practice in preparation for reading longer text. Students build prosody and read sentences naturally to practice reading as skilled readers do.

### J. 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.

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

## **K. Decodable Text**

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

- Each text is 100% readable through a combination of decodable words and high-frequency words.
- If a non-decodable word must be included, it is bold and previewed for students prior to reading.
- Students read the text several times in a lesson through repeated readings.

## **■ Making Meaning**

### **Narrative and Informative Texts**

Students read a decodable text in every lesson to practice applying the decoding skills they are building.

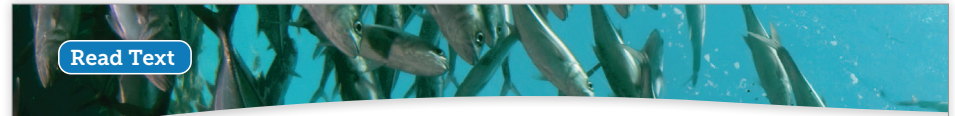
- There is a balance of narrative and informative text.
- The inclusion of more informative text mirrors the balance of text types students will encounter in grade-level text.
- Text topics are respectful of older students' interests and include engaging characters, details, and images.

### **Parts 1-3**

Each text is divided into three parts, to make reading longer texts more manageable. Each part is introduced by a Teacher Reads feature.

### **Word Counts for Fluency Practice**

Word counts are listed to the left of the text to allow for fluency practice.



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

## **People Need Seas**

### **Part 1**

**Teacher Reads** About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

People need seas. They sail ships on seas. Some  
9 people work on ships. They fill up ships with things  
19 people need, such as beans, tea, and wheat. Then the  
29 ships sail from land to land. Each day of the week,  
40 ships go east and west to get things to people.

### **Part 2**

**Teacher Reads** Food from seas is an important part of many people's diet (what they eat).

50 People eat things from seas. The main thing people  
59 eat is fish. Some fish is fresh. But to get fish from seas  
72 to shops, people may freeze the fish to keep it fresh.  
83 People can feast on clams, crabs, and bass from seas.  
93 Some people eat fish eggs and seaweed. Seaweed is a  
103 plant from seas.



## Part 3

**Teacher Reads** People need seas for serious reasons, but spending time by seas can be enjoyable, too.

106 At beaches, seas meet land. People can have a fun  
 116 day at the beach. On land, people can pick up seashells  
 127 and fill a pail with sand. They can swim in the deep  
 139 seawater. People can get on ships with sails and go with  
 150 the wind. In a big breeze, ships pick up speed and go  
 162 fast. Seas are spots for work and play. It is plain to see  
 175 that people need seas. **Learn More**  
 179

Part 3Part 2Part 1

### ■ Making Meaning

#### Teacher Reads

Students follow along as the teacher reads aloud the Teacher Reads. Then students read the decodable text.

- Teacher Reads are not decodable.
- Teacher Reads builds background knowledge and introduces vocabulary, which supports students in comprehending the decodable text that they will read.
- Teacher Reads helps students recognize the connections between each of the three parts, which helps build a more cohesive reading experience.

### ■ Making Meaning

#### Build Knowledge

In some texts, a **Learn More** icon at the end of the text indicates there is additional information the teacher will share with students. Learn More information extends students' comprehension of the text and adds to their background knowledge.

### ■ Making Meaning

#### Comprehension Support

- Each text includes one image related to each text part. After reading the text, students will label each image to match the text part it represents.
- Students answer both oral and written comprehension questions.

## ■ Making Meaning

### L. Text Comprehension

Students write answers to comprehension questions after reading each text.

- During the text routine, the teacher asked students oral comprehension questions, using support in the Teacher's Guide.
- Here, the written questions are decodable and mirror the oral comprehension questions.
- Questions are broken into sections by part to scaffold students as they work to locate answers in the text.

### Independent Practice

L. **Text Comprehension** Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

#### ► Part 1

1. **WHY** are there ships that sail from east to west?

There are ships that sail from east to west to get things to people.

2. **WHAT** are some things people fill ships with?

People fill ships with Answers will vary: beans; tea; wheat.

#### ► Part 2

3. **WHAT** is the main thing people eat from seas?

The main thing people eat from seas is fish.

4. **WHAT** can people feast on from seas?

People can feast on Answers will vary: clams; crabs; bass.

5. **WHAT** is a sea plant that people eat?

A sea plant that people eat is seaweed.

#### ► Part 3

6. **HOW** can people have fun on land at the beach?

On land at the beach, people can Answers will vary: pick up seashells; fill a pail with sand.

7. **HOW** can people have fun in the sea at the beach?

In the sea at the beach, people can Answers will vary: swim; get on ships with sails.

8. **WHAT** are seas spots for?

Seas are spots for work and play.

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

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

1. Edwin saw a **bee** on the leaf.      meat    bee    sea
2. Alec will **meet** Viv after class.      tea    beef    meet
3. I will **feed** my cat when I eat.      feed    leaf    beach
4. I have a math test this **week**.      eat    week    beat
5. The man gets water for a cup of **tea**.      tea    need    see
6. We get fish from the **sea**.      beets    sea    eat
7. Will **each** kid get a peach for snack?      deep    beef    each
8. Some people **eat** seaweed.      see    eat    need
9. What can you see in water that is not **deep**?      beat    deep    meat
10. Abbee will **lead** the class to the bus.      lead    beef    see

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

Lesson completed 

UNIT 2 • LESSON 4    25

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**M. 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.

**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 Routine

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 and blending them together to make a word) and segmenting (breaking a word down into its individual sounds).
- 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.

## 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.

## UNIT 2

LESSON  
4

### OBJECTIVES:

- to read and spell words containing **ee** and **ea**
- to read words ending in **-ed**

### Say Sounds

#### A. PHONEMIC AWARENESS (Blending)

1. Open your book to Lesson 4, page 20.
2. Find Activity A. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
3. Listen. Say **week** slowly. Don't stop between the sounds. /www/ee/k/ What word? **week**
4. Repeat Step 3 with the following words.
  - /b/ee/t/ **beet**
  - /fff/ee/ll/ **feel**
  - /sss/p/ee/ch/ **speech**
  - /sss/t/ee/mmm/ **stream**

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then repeat the item using Step 3.
- **Firm up** Call on individuals to blend the following sounds into words.
  - /g/ee/t/ **greet**
  - /b/ee/nn/z/ **beans**
  - /t/ee/t/sss/ **treats**
  - /sss/t/ee/mmm/z/ **streams**

#### ENGLISH LEARNER SUPPORT

- There is no sound /ee/ in Mandarin, and students may confuse the sounds /ii/ and /ee/. Have students repeat these sounds and minimal pairs after you: /ii/, **rid**; /ee/, **read**.

#### B. LETTER/SOUND ASSOCIATIONS

	<u>tree</u>		<u>leaf</u>	
1.	<b>ee</b>	<b>ai</b>	<b>ea</b>	<b>ay</b>
2.	<b>ch</b>	<b>o</b>	<b>th</b>	<b>ck</b>
3.	<b>sh</b>	<b>ee</b>	<b>ai</b>	<b>wh</b>
4.	<b>ea</b>	<b>e</b>	<b>ay</b>	<b>i</b>
5.	<b>ai</b>	<b>a</b>	<b>ea</b>	<b>u</b>

p. 20

1. Find Activity B. You are going to learn the sound for the letters **e-e** and **e-a**.
2. Touch under the first word. This word is **tree**. What word? **tree**
3. The underlined letters **e-e** represent the sound /ee/. What sound? /ee/ Say the sound for **e-e** again. /ee/
4. Touch under the next word. This word is **leaf**. What word? **leaf**
5. The underlined letters **e-a** represent the sound /ee/. What sound? /ee/ Say the sound for **e-a** again. /ee/
6. You are going to say sounds for letters.
7. When you come to a vowel letter in bold, first say the sound. Then say the name.
8. Touch under the first letters in Line 1. *Pause*. What sound? /ee/ Next sound? /aaa/ Next sound? /eee/ Next sound? /aaa/

## B. Letter/Sound Associations Routine

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) (*tree*, *leaf*), 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.

9. Touch under the first letters in Line 2.  
 What sound? /ch/  
 Next sound? /oo/ Name? o  
 Next sound? /th/  
 Next sound? /k/  
 10. Repeat Step 9 with the letters in Lines 3, 4, and 5.

**MONITOR AND ADJUST**

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

**ENGLISH LEARNER SUPPORT**

- The letters **e-e** and **e-a** do not represent the sound /eee/ in Spanish or Haitian Creole. Students may say the two letters as separate vowels. Have students say the sounds for letters in Lines 1 and 3 again.

**Read Words****C. NEW WORDS**

1. <u>bee</u> f	<u>ea</u> t	<u>sea</u>
2. <u>sa</u> y	<u>wee</u> k	<u>tea</u>
3. <u>mea</u> t	<u>bea</u> ch	<u>nee</u> d
4. <u>see</u>	<u>lea</u> n	<u>fee</u> d
5. <u>ea</u> ch	<u>dee</u> p	<u>tra</u> il
6. <u>bea</u> t	<u>ba</u> it	<u>bee</u> ts

p 20

**PREPARATION** Write the following words on the board or display them onscreen: beef eat sea.

1. Look here. You are going to read words containing the letters **e-e** and **e-a**.
2. **Point to beef.** My turn to sound out this word. *Touch under the letters e-e.* What sound? /eee/ Watch as I sound out the word. I won't stop between the sounds. *Slide your finger under the letters as you sound out the word. /b/eee/fff/* Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /b/eee/fff/* Run your finger under the whole word and ask: What word? **bee**f
3. **Point to eat.** Let's sound out words together. *Touch under the letters e-a.* What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /eee/t/* Run your finger under the whole word and ask: What word? **ea**t
4. **Point to sea.** *Touch under the letters e-a.* What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word. /sss/eee/* Run your finger under the whole word and ask: What word? **sea**
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /eee/
6. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **bee**f
7. Next word. *Pause.* What sound? /eee/ Put your thumb up when you can read the word. What word? **ea**t  
(cont.)

**C. New Words Routine**

Use modeling and gradual release to teach decoding words 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 (*bee*f).
- 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.

**Irregular Words**

When the Irregular Word is present, guide students to identify the irregular part(s) of the word and teach them how to approach words with irregular parts.

**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 association.

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

## 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 2 • Lesson 4

#### Read Words (cont.)

8. Next word. *Pause.* What sound? /**eee**/ What word? **sea**
9. Repeat Step 8 with the words in Line 2: **say, week, tea**; Line 3: **meat, beach, need**; and Line 4: **see, lean, feed**.

#### Gradual Release ▼

10. Touch under the first word in Line 5. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **each**
11. Next word. *Pause.* What word? **deep**
12. Next word. *Pause.* What word? **trail**
13. Repeat Step 12 with the words in Line 6: **beat, bait, beets**.

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

#### D. WORD FAMILIES

see	need	eat
bee	feed	meat
flee	seed	seat
free	speed	wheat
tree	bleed	treat

p 20

**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. If you know the first word in the column, you know all the words in the column.
2. Sound out the bold words in the columns. When you can read all three words, put your thumb up. *Wait until thumbs are up.* Read them with me. **see, need, eat**
3. Now, you are going to see how many words you can read in 10 seconds.

#### Cold Timing

4. Start with Column 1 and read each column of words.
5. 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.
6. Count the number of words that you read and record the number after **Cold Timing**.

#### Practice

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

### Hot Timing

9. Please exchange books with your partner. *Pause.*
10. 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.
11. 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.
12. 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.
13. Please return your partner's book.

### E. REVIEW WORDS

1.	paint	pant	plan	stay
2.	Spain	pain	brain	brass
3.	tray	trip	rip	step
4.	man	main	train	trap

p21

1. Find Activity E. You are going to read review words. Then I will tell you a meaning, and you will circle the word that goes with it.
2. Read all the words in Line 1 to yourself. Be sure they are real words. When you can read all four words, put your thumb up. *Wait until thumbs are up.*
3. Get ready to read the words in Line 1 together. Begin. **paint, pant, plan, stay** Circle the word that means to not leave. *Pause.* **stay** means to not leave. If you made a mistake, cross out your word and circle **stay**.
4. Read the words in Line 2 to yourself. When you can read all four words, put your thumb up. *Wait until thumbs are up.* Read Line 2 together. Begin. **Spain, pain, brain, brass** Circle the word that means the part of your body you use to think. *Pause.* **brain** is the part of your body you use to think. If you made a mistake, cross out your word and circle **brain**.
5. Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **tray, trip, rip, step** Circle the word that means a visit to a city or town that you don't live in. *Pause.* **Trip** is a visit to a city or town that you don't live in. If you made a mistake, cross out your word and circle **trip**.
6. Read the words in Line 4 to yourself. *Wait until thumbs are up.* Read Line 4. Begin. **man, main, train, trap** Circle the word that means a connected line of railroad cars that move together. *Pause.* **Train** is a connected line of railroad cars that move together. If you made a mistake, cross out your word and circle **train**.
7. Count how many correct answers you have and write the number in the **My Points** box.

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a 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 a line.

### E. Review Words Routine

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.

### Making Meaning Vocabulary Support

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.)

## F. Words With Endings Routine

Reading words with endings is a more complex pattern recognition task than word families. In some cases, it also requires students to read multisyllabic words, which are challenging for striving readers to decode.

- Make sure students read the base word before reading the word with the ending. This builds the kind of pattern recognition that helps students chunk words into manageable parts and is particularly important as they start to read more multisyllabic words.
- Learning that the ending *-ed* has three pronunciations contributes to automatic word recognition as well.

### UNIT 2 • Lesson 4

#### Read Words (cont.)

#### F. WORDS WITH ENDINGS

1. claimed | 2. fainted | 3. hailed | 4. needed | 5. speeded p 21

1. Find Activity F. You are going to read words ending in **e-d**. The ending **e-d** has three pronunciations: /t/, /d/, and /ɪd/. You have to use the correct pronunciation to make the words sound like spoken words.
2. Find Item 1. Sound out the underlined word to yourself. Put your thumb up when you can read the underlined word. *Wait until thumbs are up.* What word? **claim**
3. When the **e-d** ending is added, the word is **claimed**. What word? **claimed** **Amelia claimed that she had won.** What word? **claimed**
4. Item 2. Sound out the underlined word. Put your thumb up when you can read the underlined word. *Wait.* What word? **faint**
5. When **e-d** is added, the word is **fainted**. What word? **fainted** **The man fainted from the heat.** What word? **fainted**
6. Repeat Steps 4 and 5 with the remaining items using the following sentences.
  - During the storm, it **hailed**.
  - The students **needed** more books.
  - The car **speeded** down the highway.

#### MONITOR AND ADJUST

- **Correction** If students make an error in the pronunciation of an underlined base word, say the word and have them repeat it. Then have them sound out the base word and read the word.  
If students mispronounce a word with the **e-d** ending, model the pronunciation and have them repeat the word.
- **Firm up** Reread the line together. Then call on individuals to read words with the **e-d** ending.

#### G. MULTISYLLABIC CHALLENGE WORDS

seashell | peanut | seaweed | sunbeam  
payment | coffee | weekend | season p 21

1. Find Activity G. You are going to read long words part by part. Each part of a word has one vowel sound. What does each part of a word have? **one vowel sound**
2. 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? **sea**
3. Sound out the next part to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **shell**
4. Say the parts again. First part? **sea** Next part? **shell**
5. Say the whole word. **seashell**
6. Repeat Steps 2–5 with the remaining words: **peanut, seaweed, sunbeam, payment, coffee, weekend, and season.**

#### MONITOR AND ADJUST

- **Correction** If students mispronounce a word part, say the word part and have students 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.

## G. 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.



**H. HIGH-FREQUENCY WORDS**

things little water there people  
they after put saw from

p 21

1. Find Activity H. You are going to read high-frequency words. 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. This word is **things**. What word? **things** Say, spell, read. **things, t-h-i-n-g-s, things**
3. Touch under the next word. This word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little**
4. Repeat Step 3 with the remaining words: **water, there, people, they, after, put, saw, and from**.
5. Let's read these words again. Have students reread the words together: **things, little, water, there, people, they, after, put, saw, from**

**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.

**Read Sentences****I. SENTENCES**

1. Can fish freeze in seawater?
2. There is a little breeze from the sea.
3. They need to put the crayons in the box.
4. After my dog did a trick, I fed him a treat from the bag.
5. Some people have a plan to stay in Spain for a week.

p 21

1. Find Activity I. You are going to read sentences using good phrasing. You will stop at periods and pause at commas.
2. Read Sentence 1 to yourself. When you can read all of the words in the sentence, put your thumb up. *Pause. Wait until all thumbs are up.*
3. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. Can fish freeze in seawater?*
4. Let's read the sentence together. Begin. **Can fish freeze in seawater?**
5. Read Sentence 2 to yourself. *Pause. Wait until all thumbs are up.*
6. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. There is a little breeze from the sea.*
7. Let's read the sentence together. Begin. **There is a little breeze from the sea.**
8. Repeat Steps 5–7 with the remaining sentences.
  - **They need to put the crayons in the box.**
  - **After my dog did a trick, I fed him a treat from the bag.**
  - **Some people have a plan to stay in Spain for a week.**

**MONITOR AND ADJUST**

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them reread the sentence.  
If students do not read with good phrasing, model it again and have them repeat it.
- **Firm up** Call on individuals to read a sentence, or have students read the sentences to their partners.

**H. 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.

**I. Read Sentences Routine**

Reading sentences moves students from word-level practice to reading connected text. 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.

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

## J. 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. Students spell both single-syllable and multisyllabic words.
- Review the correct spelling of the word so students can check their word.
- 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.

## Preparation

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

### UNIT 2 • Lesson 4

#### Spell Words

#### J. SPELLING JOURNAL

1. <b>week</b>	<b>week</b>
2. <b>beach</b>	<b>beach</b>
3. <b>peanut</b>	<b>peanut</b>
4. <b>seashell</b>	<b>seashell</b>
5. <b>Fish swim in the deep sea.</b>	

p 195

**PREPARATION** You will need a board to write on or a display onscreen to provide feedback on each word.

1. Turn to your Spelling Journal on page 195 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 4.* Remember, don't write until I ask you to.

#### Single-Syllable Words

2. The first word is **week**. What word? **week** Put out three fingers. *Put three fingers in front of you.* Touch your fingers and say each sound. /w/w/ /ēēē/ /k/
3. Say the sounds as you write **week**. *Monitor.*
4. Look at your word. Does it look like the word **week**? If not, fix it up.
5. Write **week** on the board or display it onscreen. Spell **week** with me. *Touch under the letters and spell week.* w-e-e-k
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now, cover up the word **week** and write it from memory. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **beach**.

#### Multisyllabic Words

9. Your next spelling word is **peanut**. What word? **peanut** Tap and say the word parts in **peanut**. **pea-nut**
10. Say the word parts as you write **peanut**. *Monitor.*
11. Look at your word. Does it look like the word **peanut**? If not, fix it up.
12. Write **peanut** on the board or display it onscreen. Spell **peanut** with me. First part: **p-e-a** Next part: **n-u-t**
13. Check your word. If you misspelled it, cross it out. *Pause.*
14. Now, cover up the word **peanut** and write it from memory. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the word **seashell**.

#### Sentence

16. Listen. **Fish swim in the deep sea.** Say the sentence. **Fish swim in the deep sea.**
17. Write the sentence. Write neatly. *Monitor.*
18. Reread your sentence. Check the spelling of each word.
19. Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words that you spelled correctly in Lines 1–4 and write the number after **My Points**.

## K. Decodable Text

Reading connected text is the culminating activity in each lesson. Each lesson builds to this point as students complete the other types of activities.

### UNIT 2 • Lesson 4

#### Read Text

##### K. DECODABLE INFORMATIVE TEXT

### People Need Seas

#### Part 1

**Teacher Reads** About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

People need seas. They sail ships on seas. Some  
9 people work on ships. They fill up ships with things  
19 people need, such as beans, tea, and wheat. Then the  
29 ships sail from land to land. Each day of the week,  
40 ships go east and west to get things to people.

p 22

**PREPARATION** Access the **Teacher Toolbox** to download:  
• copies of the text for Fluency Check

#### OPTIONAL

- displays of the comprehension questions and answer stems
- Essential Category materials (**large bodies of water**), to teach prior to passage reading

1. Turn to page 22. Find Activity K. *Pause*. This informative passage is about one aspect of nature, seas and oceans. We will learn how seas and oceans are used, why they are important, and how they can be damaged.
2. Touch the title of the passage. Let's read the title together. **People Need Seas**
3. Find Part 1 and follow along as I read the introduction. *Have students touch under the words as you read.*

#### Repeated Reading – Part 1

4. **First Read:** Beginning with the word "People," read Part 1 carefully to yourself. *You may have students read silently or whisper to themselves.* Put your thumb up when you have read it one time. Then go back and reread Part 1 until I say stop. If I come to you, whisper read to me. *Ask individuals to whisper read a segment to you. Wait until all thumbs are up.*
5. **Second Read:** Let's read Part 1 **together**. Our goal is to read smoothly with good phrasing. We will stop at periods and pause at commas. *Chorally read the section with students. Read at a moderate rate using appropriate phrasing. Have students touch under the words as they read.*

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6. **Third Read:** Select the best option for your group.

**Partner Reading:** Assign partners and give designations such as 1 and 2 or A and B. Indicate which partner should begin reading. Have students alternate by paragraph. Train students to assist their partners by pronouncing difficult words and having their partners repeat correct pronunciation. Circulate and monitor.

**Individual Turns:** Call on a student to read several sentences as classmates follow along. Continue until all of Part 1 has been read. To reduce anxiety, consider offering students the ME or WE option: If the student says WE, classmates are invited to read with the student.

#### Comprehension – Part 1

7. For the following item, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer. Note: If you downloaded the displays, show the question and sentence stem.
  - Why is it important that ships sail from one place to another?  
Begin by saying: It is important that ships sail from one place to another because \_\_\_\_\_. **It is important that ships sail from one place to another because they get things to people that need them.**

#### Part 2

**Teacher Reads** Food from seas is an important part of many people's diet (what they eat).

50 People eat things from seas. The main thing people  
59 eat is fish. Some fish is fresh. But to get fish from seas  
72 to shops, people may freeze the fish to keep it fresh.  
83 People can feast on clams, crabs, and bass from seas.  
93 Some people eat fish eggs and seaweed. Seaweed is a  
103 plant from seas.

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8. Find Part 2 and follow along as I read the introduction. *Have students touch under the words as you read.*

#### Repeated Reading – Part 2

9. **First Read:** Read Part 2 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 2 until I say stop. *Wait until all thumbs are up.*
10. **Second Read:** Let's read Part 2 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*

(cont.)

UNIT 2 | Lesson 4 T43

### ■ 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.

- 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.

### 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, choose the best option to support student needs – partner reading or individual students reading aloud. Additional scaffolding is offered to help students support each other while reading.

### Preparation

- Download additional resources as needed.
- Start by setting the purpose for reading.
- Read the title with students.
- Read the Teacher Reads to prepare students to read that text part (students read the text one part at a time).
- When present, preview bold non-decodable words from the text so students know how to read them.

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

## Text Routine

It is easier for readers who experience challenges with decoding to read a longer text in parts. Using the same routine for each part of the text provides structure and scaffolding for students to read and check their comprehension. Students learn what is expected of them as they read, and learn how to think about what they read to show understanding.

## 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** These come after students have read the 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.
- **Timed Reading** For one minute, a student reads aloud to the instructor from a text they have read before.

## 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 2 • Lesson 4

### Read Text (cont.)

11. **Third Read:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

#### Comprehension – Part 2

12. For each of the following items, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer.
- What is the main thing people eat from seas?  
Begin by saying: The main thing people eat from seas is \_\_\_\_\_. **The main thing people eat from seas is fish.**
  - What other sea animals do people eat?  
Begin by saying: Other sea animals that people eat are \_\_\_\_\_. **Other sea animals that people eat are (Answers will vary: clams; crabs; bass).**
  - What is one sea plant people eat?  
Begin by saying: One sea plant people eat is \_\_\_\_\_. **One sea plant people eat is seaweed.**

#### Part 3

**Teacher Reads** People need seas for serious reasons, but spending time by seas can be enjoyable, too.

106 At beaches, seas meet land. People can have a fun  
116 day at the beach. On land, people can pick up seashells  
127 and fill a pail with sand. They can swim in the deep  
139 seawater. People can get on ships with sails and go with  
150 the wind. In a big breeze, ships pick up speed and go  
162 fast. Seas are spots for work and play. It is plain to see  
175 that people need seas. [Learn More](#)  
179

13. Find Part 3 and follow along as I read the introduction. Have students touch under the words as you read.

#### Repeated Reading – Part 3

14. **First Read:** Read Part 3 to yourself. Put your thumb up when you have read it one time. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*
15. **Second Read:** Let's read Part 3 **together**. Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*
16. **Third Read:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

#### Comprehension – Part 3

17. For each of the following items, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer.
- What can people do at the beach?  
Begin by saying: At the beach, people can \_\_\_\_\_.  
**At the beach, people can (Answers will vary: pick up seashells; fill a pail with sand; swim in the deep seawater; get on ships with sails).**
  - What would you do at the beach?  
Begin by saying: At the beach, I would \_\_\_\_\_.  
**At the beach, I would (Answers will vary).**
18. **Picture Match** Look at the three pictures. Figure out which picture goes with each part of the passage. Write the correct number under each picture. *Monitor. If students disagree on their choices, discuss which answers would be best.*



19. **Read Learn More** and discuss with students.

#### Learn More

Imagine eating a poisonous fish! Some people enjoy eating the poisonous blowfish, known as fugu in Japan. It takes careful preparation to remove the poisonous parts. A mistake by a chef could be deadly for diners.

#### Fluency Check

20. Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 33. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set reading goals for fluency and discuss progress.

#### MONITOR AND ADJUST

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

## ■ Making Meaning Build Knowledge

When there is **Learn More** information, share it with students. This information adds another layer of detail to what students learned from the text and expands their background knowledge.

## ■ Making Meaning Comprehension Support

After reading the text, guide students to match each picture to the text part it represents. Support students as they discuss their choices, encouraging them to use evidence from the text.

## Independent Practice

## L. TEXT COMPREHENSION

## Independent Practice

**L. Text Comprehension** Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

## ► Part 1

1. **WHY** are there ships that sail from east to west?  
There are ships that sail from east to west to get things to people.
2. **WHAT** are some things people fill ships with?  
People fill ships with Answers will vary: beans; tea; wheat.

## ► Part 2

3. **WHAT** is the main thing people eat from seas?  
The main thing people eat from seas is fish.
4. **WHAT** can people feast on from seas?  
People can feast on Answers will vary: clams; crabs; bass.
5. **WHAT** is a sea plant that people eat?  
A sea plant that people eat is seaweed.

## ► Part 3

6. **HOW** can people have fun on land at the beach?  
On land at the beach, people can Answers will vary: pick up seashells; fill a pail with sand.
7. **HOW** can people have fun in the sea at the beach?  
In the sea at the beach, people can Answers will vary: swim; get on ships with sails.
8. **WHAT** are seas spots for?  
Seas are spots for work and play.

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## General Directions for Independent Activities L and M

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

## M. MORE PRACTICE

## Lesson 4

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

1. Edwin saw a bee on the leaf. meat bee sea
2. Alec will meet Viv after class. tea beef meet
3. I will feed my cat when I eat. feed leaf beach
4. I have a math test this week. eat week beat
5. The man gets water for a cup of tea. tea need see
6. We get fish from the sea. beets sea eat
7. Will each kid get a peach for snack? deep beef each
8. Some people eat seaweed. see eat need
9. What can you see in water that is not deep? beat deep meat
10. Abbee will lead the class to the bus. lead beef see

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## Providing Feedback on Completed Activities

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

## ■ Making Meaning

## L. Text Comprehension Activities

Students answer written comprehension questions after reading each text. The oral comprehension questions completed during the text routine prepare students to answer these questions.

- Read the activity directions with students.
- Have students complete the first item, then provide feedback on their responses.
- Use one of the provided options for completing the activity, based on student need.

## M. 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 **ee** and **ea**
- to read words ending in **-ed**

## Say Sounds

## A. PHONEMIC AWARENESS (Blending)

1. Open your book to Lesson 4, page 20.
2. Find Activity A. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
3. Listen. Say **week** slowly. Don't stop between the sounds. /www/ēēē/k/ What word? **week**
4. Repeat Step 3 with the following words.
  - /b/ēēē/t/ **beet**
  - /fff/ēēē/lll/ **feel**
  - /sss/p/ēēē/ch/ **speech**
  - /sss/t/rrr/ēēē/mmm/ **stream**

## MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then repeat the item using Step 3.
- **Firm up** Call on individuals to blend the following sounds into words.
  - /g/rrr/ēēē/t/ **greet**
  - /b/ēēē/nnn/zzz/ **beans**
  - /t/rrr/ēēē/t/sss/ **treats**
  - /sss/t/ēēē/mmm/zzz/ **steams**

## ENGLISH LEARNER SUPPORT

- There is no sound /ēēē/ in Mandarin, and students may confuse the sounds /īīī/ and /ēēē/. Have students repeat these sounds and minimal pairs after you: /īīī/, **rid**; /ēēē/, **read**.

## B. LETTER/SOUND ASSOCIATIONS

	<u>tree</u>		<u>leaf</u>	
1.	ee	ai	ea	ay
2.	ch	<b>o</b>	th	ck
3.	sh	ee	ai	wh
4.	ea	<b>e</b>	ay	<b>i</b>
5.	ai	<b>a</b>	ea	<b>u</b>

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1. Find Activity B. You are going to learn the sound for the letters **e-e** and **e-a**.
2. Touch under the first word. This word is **tree**. What word? **tree**
3. The underlined letters **e-e** represent the sound /ēēē/. What sound? /ēēē/ Say the sound for **e-e** again. /ēēē/
4. Touch under the next word. This word is **leaf**. What word? **leaf**
5. The underlined letters **e-a** represent the sound /ēēē/. What sound? /ēēē/ Say the sound for **e-a** again. /ēēē/
6. You are going to say sounds for letters.
7. When you come to a vowel letter in bold, first say the sound. Then say the name.
8. Touch under the first letters in Line 1. *Pause*. What sound? /ēēē/  
Next sound? /āāā/  
Next sound? /ēēē/  
Next sound? /āāā/



9. Touch under the first letters in Line 2.  
 What sound? /ch/  
 Next sound? /ooo/ Name? o  
 Next sound? /th/  
 Next sound? /k/
10. Repeat Step 9 with the letters in Lines 3, 4, and 5.

### MONITOR AND ADJUST

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

### ENGLISH LEARNER SUPPORT

- The letters **e-e** and **e-a** do not represent the sound /eee/ in Spanish or Haitian Creole. Students may say the two letters as separate vowels. Have students say the sounds for letters in Lines 1 and 3 again.

## Read Words

### C. NEW WORDS

1. <u>beef</u>	<u>eat</u>	<u>sea</u>	
2. <u>say</u>	<u>week</u>	<u>tea</u>	
3. <u>meat</u>	<u>beach</u>	<u>need</u>	
4. <u>see</u>	<u>lean</u>	<u>feed</u>	
5. each	deep	trail	▲▼
6. beat	bait	beets	

p 20

**PREPARATION** Write the following words on the board or display them onscreen: **beef eat sea**.

1. Look here. You are going to read words containing the letters **e-e** and **e-a**.
2. *Point to **beef**.* My turn to sound out this word. *Touch under the letters **e-e**.* What sound? /eee/ Watch as I sound out the word. I won't stop between the sounds. *Slide your finger under the letters as you sound out the word.* /b/eee/fff/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word.* /b/eee/fff/ Run your finger under the whole word and ask: What word? **beef**
3. *Point to **eat**.* Let's sound out words together. *Touch under the letters **e-a**.* What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word.* /eee/t/ Run your finger under the whole word and ask: What word? **eat**
4. *Point to **sea**.* *Touch under the letters **e-a**.* What sound? /eee/ Sound out the word with me. Don't stop between sounds. *Slide your finger under the letters as you sound out the word.* /sss/eee/ Run your finger under the whole word and ask: What word? **sea**
5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? /eee/
6. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **beef**
7. Next word. *Pause.* What sound? /eee/ Put your thumb up when you can read the word. What word? **eat**

(cont.)

## Read Words (cont.)

8. Next word. *Pause.* What sound? /ēēē/ What word? **sea**
9. Repeat Step 8 with the words in Line 2: **say, week, tea**; Line 3: **meat, beach, need**; and Line 4: **see, lean, feed**.

## Gradual Release ▲▼

10. Touch under the first word in Line 5. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **each**
11. Next word. *Pause.* What word? **deep**
12. Next word. *Pause.* What word? **trail**
13. Repeat Step 12 with the words in Line 6: **beat, bait, beats**.

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

## D. WORD FAMILIES

<b>see</b>	<b>need</b>	<b>eat</b>
bee	feed	meat
flee	seed	seat
free	speed	wheat
tree	bleed	treat

p 20

**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. If you know the first word in the column, you know all the words in the column.
2. Sound out the bold words in the columns. When you can read all three words, put your thumb up. *Wait until thumbs are up.* Read them with me. **see, need, eat**
3. Now, you are going to see how many words you can read in 10 seconds.

## 🕒 Cold Timing

4. Start with Column 1 and read each column of words.
5. 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.
6. Count the number of words that you read and record the number after **Cold Timing**.

## 🕒 Practice

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



## Hot Timing

9. Please exchange books with your partner. *Pause.*
10. 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.
11. 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.
12. 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.
13. Please return your partner's book.

## E. REVIEW WORDS

1. paint	pant	plan	stay
2. Spain	pain	brain	brass
3. tray	trip	rip	step
4. man	main	train	trap

p 21

1. Find Activity E. You are going to read review words. Then I will tell you a meaning, and you will circle the word that goes with it.
2. Read all the words in Line 1 to yourself. Be sure they are real words. When you can read all four words, put your thumb up. *Wait until thumbs are up.*
3. Get ready to read the words in Line 1 together. Begin. **paint, pant, plan, stay** Circle the word that means to not leave. *Pause.* **Stay** means to not leave. If you made a mistake, cross out your word and circle **stay**.
4. Read the words in Line 2 to yourself. When you can read all four words, put your thumb up. *Wait until thumbs are up.* Read Line 2 together. Begin. **Spain, pain, brain, brass** Circle the word that means the part of your body you use to think. *Pause.* **Brain** is the part of your body you use to think. If you made a mistake, cross out your word and circle **brain**.
5. Read the words in Line 3 to yourself. *Wait until thumbs are up.* Read Line 3. Begin. **tray, trip, rip, step** Circle the word that means a visit to a city or town that you don't live in. *Pause.* **Trip** is a visit to a city or town that you don't live in. If you made a mistake, cross out your word and circle **trip**.
6. Read the words in Line 4 to yourself. *Wait until thumbs are up.* Read Line 4. Begin. **man, main, train, trap** Circle the word that means a connected line of railroad cars that move together. *Pause.* **Train** is a connected line of railroad cars that move together. If you made a mistake, cross out your word and circle **train**.
7. Count how many correct answers you have and write the number in the **My Points** box.

### MONITOR AND ADJUST

- **Correction** If students mispronounce a 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 a line.

## Read Words (cont.)

## F. WORDS WITH ENDINGS

1. claimed | 2. fainted | 3. hailed | 4. needed | 5. speeded

p 21

- Find Activity F. You are going to read words ending in **e-d**. The ending **e-d** has three pronunciations: /t/, /d/, and /ɪd/. You have to use the correct pronunciation to make the words sound like spoken words.
- Find Item 1. Sound out the underlined word to yourself. Put your thumb up when you can read the underlined word. *Wait until thumbs are up.* What word? **claim**
- When the **e-d** ending is added, the word is **claimed**. What word? **claimed** **Amelia claimed that she had won.** What word? **claimed**
- Item 2. Sound out the underlined word. Put your thumb up when you can read the underlined word. *Wait.* What word? **faint**
- When **e-d** is added, the word is **fainted**. What word? **fainted** **The man fainted from the heat.** What word? **fainted**
- Repeat Steps 4 and 5 with the remaining items using the following sentences.
  - **During the storm, it hailed.**
  - **The students needed more books.**
  - **The car speeded down the highway.**

## MONITOR AND ADJUST

- **Correction** If students make an error in the pronunciation of an underlined base word, say the word and have them repeat it. Then have them sound out the base word and read the word.  
If students mispronounce a word with the **e-d** ending, model the pronunciation and have them repeat the word.
- **Firm up** Reread the line together. Then call on individuals to read words with the **e-d** ending.

## G. MULTISYLLABIC CHALLENGE WORDS

seashell peanut seaweed sunbeam  
 payment coffee weekend season

p 21

- Find Activity G. You are going to read long words part by part. Each part of a word has one vowel sound. What does each part of a word have? **one vowel sound**
- 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? **sea**
- Sound out the next part to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **shell**
- Say the parts again. First part? **sea** Next part? **shell**
- Say the whole word. **seashell**
- Repeat Steps 2–5 with the remaining words: **peanut, seaweed, sunbeam, payment, coffee, weekend, and season.**

## MONITOR AND ADJUST

- **Correction** If students mispronounce a word part, say the word part and have students 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.

## H. HIGH-FREQUENCY WORDS

things	little	water	there	people
they	after	put	saw	from

p 21

1. Find Activity H. You are going to read high-frequency words. 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. This word is **things**. What word? **things** Say, spell, read. **things, t-h-i-n-g-s, things**
3. Touch under the next word. This word is **little**. What word? **little** Say, spell, read. **little, l-i-t-t-l-e, little**
4. Repeat Step 3 with the remaining words: **water, there, people, they, after, put, saw, and from**.
5. Let's read these words again. Have students reread the words together. **things, little, water, there, people, they, after, put, saw, from**

### 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.

## Read Sentences

### I. SENTENCES

1. Can fish freeze in seawater?
2. There is a little breeze from the sea.
3. They need to put the crayons in the box.
4. After my dog did a trick, I fed him a treat from the bag.
5. Some people have a plan to stay in Spain for a week.

p 21

1. Find Activity I. You are going to read sentences using good phrasing. You will stop at periods and pause at commas.
2. Read Sentence 1 to yourself. When you can read all of the words in the sentence, put your thumb up. *Pause. Wait until all thumbs are up.*
3. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. Can fish freeze in seawater?*
4. Let's read the sentence together. Begin. **Can fish freeze in seawater?**
5. Read Sentence 2 to yourself. *Pause. Wait until all thumbs are up.*
6. Listen to me read the sentence using good phrasing. *Use appropriate phrasing. Make the sentence sound like normal speech. There is a little breeze from the sea.*
7. Let's read the sentence together. Begin. **There is a little breeze from the sea.**
8. Repeat Steps 5–7 with the remaining sentences.
  - **They need to put the crayons in the box.**
  - **After my dog did a trick, I fed him a treat from the bag.**
  - **Some people have a plan to stay in Spain for a week.**

### MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them reread the sentence.  
If students do not read with good phrasing, model it again and have them repeat it.
- **Firm up** Call on individuals to read a sentence, or have students read the sentences to their partners.

## Spell Words

### J. SPELLING JOURNAL

- |                                      |                 |
|--------------------------------------|-----------------|
| 1. <b>week</b>                       | <b>week</b>     |
| 2. <b>beach</b>                      | <b>beach</b>    |
| 3. <b>peanut</b>                     | <b>peanut</b>   |
| 4. <b>seashell</b>                   | <b>seashell</b> |
| 5. <b>Fish swim in the deep sea.</b> |                 |

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**PREPARATION** You will need a board to write on or a display onscreen to provide feedback on each word.

- Turn to your Spelling Journal on page 195 for spelling dictation. Wait until students have located the Spelling Journal and Lesson 4. Remember, don't write until I ask you to.

#### Single-Syllable Words

- The first word is **week**. What word? **week** Put out three fingers. Put three fingers in front of you. Touch your fingers and say each sound. /www/ /ēēē/ /k/
- Say the sounds as you write **week**. Monitor.
- Look at your word. Does it look like the word **week**? If not, fix it up.
- Write **week** on the board or display it onscreen. Spell **week** with me. Touch under the letters and spell **week**. **w-e-e-k**
- Check your word. If you misspelled it, cross it out. Pause.
- Now, cover up the word **week** and write it from memory. Monitor. Check the word.
- Repeat Steps 2–7 with the word **beach**.

#### Multisyllabic Words

- Your next spelling word is **peanut**. What word? **peanut** Tap and say the word parts in **peanut**. **pea-nut**
- Say the word parts as you write **peanut**. Monitor.
- Look at your word. Does it look like the word **peanut**? If not, fix it up.
- Write **peanut** on the board or display it onscreen. Spell **peanut** with me. First part: **p-e-a** Next part: **n-u-t**
- Check your word. If you misspelled it, cross it out. Pause.
- Now, cover up the word **peanut** and write it from memory. Monitor. Check the word.
- Repeat Steps 9–14 with the word **seashell**.

#### Sentence

- Listen. **Fish swim in the deep sea.** Say the sentence. **Fish swim in the deep sea.**
- 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 it correctly over 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

## K. DECODABLE INFORMATIVE TEXT

## People Need Seas

## Part 1

**Teacher Reads** About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

People need seas. They sail ships on seas. Some  
 9 people work on ships. They fill up ships with things  
 19 people need, such as beans, tea, and wheat. Then the  
 29 ships sail from land to land. Each day of the week,  
 40 ships go east and west to get things to people.

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**PREPARATION** Access the **Teacher Toolbox** to download:

- copies of the text for Fluency Check

**OPTIONAL**

- displays of the comprehension questions and answer stems
- Essential Category materials (**large bodies of water**), to teach prior to passage reading

1. Turn to page 22. Find Activity K. *Pause.* This informative passage is about one aspect of nature, seas and oceans. We will learn how seas and oceans are used, why they are important, and how they can be damaged.
2. Touch the title of the passage. Let's read the title together. **People Need Seas**
3. Find Part 1 and follow along as I read the introduction. *Have students touch under the words as you read.*

**Repeated Reading – Part 1**

4. **First Read:** Beginning with the word "People," read Part 1 carefully to yourself. *You may have students read silently or whisper to themselves.* Put your thumb up when you have read it one time. Then go back and reread Part 1 until I say stop. If I come to you, whisper read to me. *Ask individuals to whisper read a segment to you. Wait until all thumbs are up.*
5. **Second Read:** Let's read Part 1 **together.** Our goal is to read smoothly with good phrasing. We will stop at periods and pause at commas. *Chorally read the section with students. Read at a moderate rate using appropriate phrasing. Have students touch under the words as they read.*

6. **Third Read:** *Select the best option for your group.*  
**Partner Reading:** *Assign partners and give designations such as 1 and 2 or A and B. Indicate which partner should begin reading. Have students alternate by paragraph. Train students to assist their partners by pronouncing difficult words and having their partners repeat correct pronunciation. Circulate and monitor.*  
**Individual Turns:** *Call on a student to read several sentences as classmates follow along. Continue until all of Part 1 has been read. To reduce anxiety, consider offering students the ME or WE option: If the student says WE, classmates are invited to read with the student.*

**Comprehension – Part 1**

7. For the following item, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer. *Note: If you downloaded the displays, show the question and sentence stem.*
  - Why is it important that ships sail from one place to another?  
 Begin by saying: It is important that ships sail from one place to another because \_\_\_\_\_. **It is important that ships sail from one place to another because they get things to people that need them.**

## Part 2

**Teacher Reads** Food from seas is an important part of many people's diet (what they eat).

50 People eat things from seas. The main thing people  
 59 eat is fish. Some fish is fresh. But to get fish from seas  
 72 to shops, people may freeze the fish to keep it fresh.  
 83 People can feast on clams, crabs, and bass from seas.  
 93 Some people eat fish eggs and seaweed. Seaweed is a  
 103 plant from seas.

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8. Find Part 2 and follow along as I read the introduction. *Have students touch under the words as you read.*

**Repeated Reading – Part 2**

9. **First Read:** Read Part 2 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 2 until I say stop. *Wait until all thumbs are up.*
10. **Second Read:** Let's read Part 2 **together.** Our goal is to read smoothly with good phrasing. *Read at a moderate rate using appropriate phrasing.*

(cont.)



Read Text (cont.)

11. **Third Read:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

**Comprehension – Part 2**

12. For each of the following items, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer.
- What is the main thing people eat from seas?  
Begin by saying: The main thing people eat from seas is \_\_\_\_\_. **The main thing people eat from seas is fish.**
  - What other sea animals do people eat?  
Begin by saying: Other sea animals that people eat are \_\_\_\_\_. **Other sea animals that people eat are (Answers will vary: clams; crabs; bass).**
  - What is one sea plant people eat?  
Begin by saying: One sea plant people eat is \_\_\_\_\_. **One sea plant people eat is seaweed.**

**Part 3**

**Teacher Reads** People need seas for serious reasons, but spending time by seas can be enjoyable, too.

106 At beaches, seas meet land. People can have a fun  
116 day at the beach. On land, people can pick up seashells  
127 and fill a pail with sand. They can swim in the deep  
139 seawater. People can get on ships with sails and go with  
150 the wind. In a big breeze, ships pick up speed and go  
162 fast. Seas are spots for work and play. It is plain to see  
175 that people need seas. [Learn More](#)  
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13. Find Part 3 and follow along as I read the introduction. Have students touch under the words as you read.

**Repeated Reading – Part 3**

14. **First Read:** Read Part 3 to yourself. Put your thumb up when you have read it one time. Then go back and reread Part 3 until I say stop. Wait until all thumbs are up.
15. **Second Read:** Let's read Part 3 **together**. Our goal is to read smoothly with good phrasing. Read at a moderate rate using appropriate phrasing.
16. **Third Read:** Select the best option for your group, **Partner Reading** or **Individual Turns**.

**Comprehension – Part 3**

17. For each of the following items, ask the question, provide the sentence stem, and give students time to prepare their answers. Then, call on a student to say the sentence stem and give the answer.
- What can people do at the beach?  
Begin by saying: At the beach, people can \_\_\_\_\_.  
**At the beach, people can (Answers will vary: pick up seashells; fill a pail with sand; swim in the deep seawater; get on ships with sails).**
  - What would you do at the beach?  
Begin by saying: At the beach, I would \_\_\_\_\_.  
**At the beach, I would (Answers will vary).**
18. **Picture Match** Look at the three pictures. Figure out which picture goes with each part of the passage. Write the correct number under each picture. Monitor. If students disagree on their choices, discuss which answers would be best.



Part 3



Part 2



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19. Read **Learn More** and discuss with students.

**Learn More**

Imagine eating a poisonous fish! Some people enjoy eating the poisonous blowfish, known as fugu in Japan. It takes careful preparation to remove the poisonous parts. A mistake by a chef could be deadly for diners.

**Fluency Check**

20. Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 33. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set reading goals for fluency and discuss progress.

**MONITOR AND ADJUST**

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



## Independent Practice

### L. TEXT COMPREHENSION

#### Independent Practice

**L. Text Comprehension** Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

#### ► Part 1

1. **WHY** are there ships that sail from east to west?

There are ships that sail from east to west to get things to people.

2. **WHAT** are some things people fill ships with?

People fill ships with Answers will vary: beans; tea; wheat.

#### ► Part 2

3. **WHAT** is the main thing people eat from seas?

The main thing people eat from seas is fish.

4. **WHAT** can people feast on from seas?

People can feast on Answers will vary: clams; crabs; bass.

5. **WHAT** is a sea plant that people eat?

A sea plant that people eat is seaweed.

#### ► Part 3

6. **HOW** can people have fun on land at the beach?

On land at the beach, people can Answers will vary: pick up seashells; fill a pail with sand.

7. **HOW** can people have fun in the sea at the beach?

In the sea at the beach, people can Answers will vary: swim; get on ships with sails.

8. **WHAT** are seas spots for?

Seas are spots for work and play.

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### General Directions for Independent Activities L and M

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

### M. MORE PRACTICE

Lesson 4

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

1. Edwin saw a bee on the leaf.      meat    bee    sea
2. Alec will meet Viv after class.      tea    beef    meet
3. I will feed my cat when I eat.      feed    leaf    beach
4. I have a math test this week.      eat    week    beat
5. The man gets water for a cup of tea.      tea    need    see
6. We get fish from the sea.      beets    sea    eat
7. Will each kid get a peach for snack?      deep    beef    each
8. Some people eat seaweed.      see    eat    need
9. What can you see in water that is not deep?      beat    deep    meat
10. Abbee will lead the class to the bus.      lead    beef    see

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### Providing Feedback on Completed Activities

1. For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
2. Ask students to circle the number or letter for each correct answer.
3. Have students count the number of correct items and record the number after the activity's **My Points**.
4. 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>							
fail	ray	bay	beef	deep	reach	own	tow
day	mail	main	eat	keep	three	float	goat
may	gain	man	sea	team	sheep	toad	loan
wait	Jay	Gail	say	fail	tree	road	lean
wit	paint	bat	week	feel	tray	read	glow
tail	pant	bait	tea	real	leak	flow	rail
way	trail	bit	meat	raid	heel	bail	roast
say	rail	pray	beach	beep	hail	bowl	bay
sail	train	pay	need	weed	wheel	grow	bow
maid	brain	stay	see	peel	sleep	soap	blown
mad	play	plan	lean	pail	green	leaf	mean
stay	lay	plain	feed	seal	grain	loaf	float
pain	tray	drain	each	clean	speak	bait	tea
pail	braid	grain	deep	meet	steal	boat	toast
play	gray	raid	trail	treat	teeth	show	coast
hay	clay	Ray	beat	trait	dream	soak	coach
jail	faint	spray	bait	hail	scream	low	fleet
aid	fin	raise	beets	cream	spray	moan	throw
<b>Multisyllabic Challenge Words</b>							
raindrop	paintbrush	explain	seashell	freeway	teapot	window	pillow
mailbox	crayon	paycheck	peanut	indeed	steamship	roadbed	boatload
midday	essay	mainland	seaweed	seasick	sleepless	elbow	snowman
payday	maintain	subway	sunbeam	reason	treetop	oatmeal	rainbow
maybe	railway	waistband	payment	freedom	speedway	yellow	fellow
away	holiday	essay	coffee	cleanup	absentee	rowboat	roadway
handstands	payment	raisin	weekend	plastic	exclaim	upload	hollow
seldom	playoff	picnic	season	problems	maybe	sudden	windowsill
<b>High-Frequency Words</b>							
were	are	put	things	into	down	all	school
you	look	saw	little	come	into	work	some
of	was	there	water	some	come	down	all
said	some	people	there	things	there	into	work
have	were	of	people	after	saw	water	are
after	said	some	they	water	said	come	said
from	you	was	after	little	have	were	little
because	how	are	put	you	was	from	you
people	have	look	saw	people	were	put	saw
they	my	from	from	they	little	things	look

LESSON 9	LESSON 10	LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15	LESSON 16
<b>New Words</b>							
coal	high	light	light	bake	name	state	case
slow	night	slight	bright	came	safe	ate	flat
flown	fight	high	sigh	make	take	brave	shame
may	flown	trail	least	made	same	fate	ham
mow	sight	right	show	mad	Sam	at	rate
goal	rain	screen	might	hate	pane	plane	trade
throw	blown	snail	steal	gave	mate	brake	flake
Gail	bright	sight	fright	tape	pan	fat	date
foam	teeth	street	faint	sale	rack	plan	lack
groan	cheat	throat	night	lake	rake	glad	plate
shown	coast	sheet	braid	tap	mat	whale	van
green	right	thigh	sight	cape	flame	shape	fake
growth	sigh	flight	sweep	mane	gate	clap	sale
soak	see	tray	flight	man	cane	lane	plant
gray	say	spray	float	wake	can	grape	vane
cloak	hay	bright	shown	fad	rat	snake	fame
boast	bleach	speech	roast	fade	late	slap	skate
beast	blow	might	right	late	rate	wave	crate
<b>Multisyllabic Challenge Words</b>							
shallow	highway	lighten	brightness	keepsake	gateway	shipmate	lateness
shadow	tonight	stoplight	frighten	pancake	classmate	statement	wasteland
sailboat	upright	weeknight	midnight	handshake	translate	upgrade	landscape
follow	lightning	daydream	daylight	cupcake	mistake	exhale	shapeless
seacoast	brighten	trainload	raincoat	inhale	update	basement	nickname
busload	railroad	invent	exist	flashlight	estimate	dedicate	escape
railroad	speedboat	streetlights	tablet	mattress	muffin	demonstrate	showcase
fishbowl	splendid	electric	podcast	window	handmade	habitats	elevate
						insects	contemplate
						female	pillowcase
<b>High-Frequency Words</b>							
been	do	what	very	long	long	long	my
who	use	where	your	song	song	song	by
come	been	do	where	strong	strong	strong	why
school	who	use	what	because	because	how	cry
down	of	work	who	very	how	because	dry
all	school	things	down	your	were	they	some
after	were	into	were	come	what	there	where
was	after	all	they	what	people	down	after
work	all	said	been	where	where	very	use
are	there	they	use	were	your	what	have

LESSON 17	LESSON 18	LESSON 19	LESSON 20	LESSON 21	LESSON 22	LESSON 23	LESSON 24
<b>New Words</b>							
line	robe	pave	bike	car	jar	dart	her
ride	joke	pill	brag	bark	arm	yarn	fern
nine	bone	pile	save	far	hard	tar	farm
dim	rode	fine	blame	farm	scar	tow	hay
dime	vote	fin	glob	foam	Jay	Mars	term
time	rod	shade	globe	Barb	speed	hark	train
hide	hope	ram	lick	star	aim	bar	verb
hid	rob	those	vase	part	spark	bow	herd
white	note	frame	like	stay	art	charm	hard
Tim	rose	smoke	mill	park	eat	cheat	own
kite	not	rope	mile	peek	mark	chart	tart
kit	hole	smock	shape	fight	card	harp	Herb
ripe	hop	pine	cave	marsh	march	cart	clerk
rip	woke	pin	whip	barn	mEEK	coat	cloak
fine	poke	side	wide	paint	might	day	cheek
fin	cone	Sid	slid	start	yard	sharp	stern
smile	nose	spoke	broke	steam	oats	sheep	smart
five	code	drive	slide	smart	scarf	shark	perk
<b>Multisyllabic Challenge Words</b>							
nineteen	explode	daytime	lifeboat	marshland	stardust	artist	perfect
beehive	backbone	tightrope	capsize	harmless	market	tarnish	sherbet
reptile	hopeless	teammate	pipeline	garden	arctic	discard	modern
sideways	mealtime	flagpole	drainpipe	harness	garlic	barnyard	verdict
investigate	bedframe	mealtime	candidate	Martin	locket	sharpen	lantern
tickets	episode	tadpole	infant	scarlet	problem	apartment	enter
upset	something	holiday	indicate	benchmark	rocket	inartistic	summer
driveway	happen	dumplings	upright	telescope	handprint	problem	gardener
contest	Monday	seasoning	combine	artistic	nanobot	replicate	yesterday
weekend	impress	contact	tailbone	frighten	replicate	update	September
<b>High-Frequency Words</b>							
my	by	long	my	would	could	should	my
why	try	song	by	should	should	could	why
try	why	strong	why	could	would	would	by
dry	fly	how	fly	been	to	after	cry
cry	cry	because	dry	some	was	saw	dry
put	where	are	what	come	been	were	come
to	from	you	who	of	work	from	who
do	what	saw	into	said	are	there	where
very	there	do	you	very	you	said	there
there	your	work	they	where	water	who	what

LESSON 25	LESSON 26	LESSON 27	LESSON 28	LESSON 29	LESSON 30	LESSON 31	LESSON 32
<b>New Words</b>							
Bert	her	for	nor	pork	fir	sir	firm
jerk	berg	corn	born	horn	turn	bird	burp
keep	bright	fort	barn	sort	term	bead	farm
harp	verse	fern	clerk	herd	burn	shirt	curl
term	bark	worn	more	park	fur	curb	Barb
Herb	verb	cart	coat	sport	for	sheet	Carl
Bart	clay	sport	port	stork	dirt	thirst	burst
team	perk	spark	part	lard	dart	skirt	blurt
perch	park	storm	cord	street	girl	sharp	bleed
serve	clerk	north	fleet	pray	hurt	purr	nurse
sight	Clark	speed	fork	snore	stir	chain	birth
peach	herb	star	torch	store	star	churn	nerve
part	start	coach	torn	sore	thud	start	birch
night	stern	horse	short	chore	first	blur	Kirk
nerve	stain	tore	porch	sneak	spurt	purse	whirl
swerve	dark	shore	team	form	sport	hurl	curve
yard	serve	need	thorn	fern	fort	cheap	twirl
card	harm	wore	term	core	churn	chirp	carve
<b>Multisyllabic Challenge Words</b>							
member	better	corner	absorb	effort	further	Thursday	surplus
checkers	whisper	order	corrupt	northwest	surprise	whirlwind	northern
permit	rocker	popcorn	forget	support	thirteen	sharpen	arcade
pattern	sister	morning	forest	hornet	hamburger	disturb	murmur
hamster	gather	dinner	thunder	instructor	different	burden	furnish
winter	number	shelter	correct	transport	pattern	farther	birthmark
campus	never	performer	monster	platform	frighten	birthday	veteran
grasshopper	person	peppermint	partner	organize	attract	cheeseburger	surrender
carpenter	different	different	river	different	predators	hurricane	misinterpret
assistant	kindergarten	landscapes	important	interest	communicate	together	suburbs
<b>High-Frequency Words</b>							
she	could	my	should	other	other	other	other
he	should	by	would	another	mother	another	mother
me	would	cry	could	mother	another	mother	another
be	come	fly	where	been	use	do	use
we	some	why	why	come	your	to	they
been	been	your	what	some	little	after	of
school	who	down	have	have	said	things	were
are	where	who	your	school	been	your	work
work	very	little	who	use	there	put	from
after	they	what	come	your	you	who	look

# 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 T349–T351). Also, make a copy of the **Recording Form** to collect test data for each student (pages T352–T354).

## 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 T355).
8. All student data can be summarized on a copy of the **Group Record** (page T356) 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 \_\_\_\_\_%



Level C

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
1	A	___/18 correct parts*	___/18 correct parts*
		___/% correct parts	___/% correct parts
1	B	___/28 correct parts*	___/28 correct parts*
		___/% correct parts	___/% correct parts
2	C	___/18 correct parts*	___/18 correct parts*
		___/% correct parts	___/% correct parts
2	D	___/18 correct parts*	___/18 correct parts*
		___/% correct parts	___/% correct parts
2	E	___/18 correct parts*	___/18 correct parts*
		___/% correct parts	___/% correct parts
3	F	___/30 correct parts*	___/30 correct parts*
		___/% correct parts	___/% correct parts
3	G	___/30 correct parts*	___/30 correct parts*
		___/% correct parts	___/% correct parts
3	H	___/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>nd</u> box 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>ip</u> munk wh <u>ipl</u> ash th <u>ick</u> ness sh <u>ip</u> ment	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>am</u> fl <u>ed</u> gl <u>en</u> br <u>an</u> cr <u>op</u> dr <u>ip</u> fr <u>ed</u> gr <u>in</u> sp <u>ot</u> sl <u>ed</u> sn <u>ap</u> st <u>ep</u> tw <u>in</u>	CVCC words beginning with the consonants blends cl, fl, gl, br, cr, dr, fr, gr, sp, sl, sn, st, and tw	cl <u>ap</u> fl <u>at</u> gl <u>ad</u> br <u>im</u> cr <u>ib</u> dr <u>op</u> fr <u>og</u> gr <u>ip</u> sp <u>ed</u> sl <u>id</u> sn <u>ip</u> st <u>op</u> tw <u>ig</u>	consonants blends and known vowels	cl <u>in</u> ic fl <u>ap</u> jack gl <u>ad</u> ness back <u>dr</u> op fr <u>an</u> tic bob <u>s</u> led sn <u>ap</u> shot	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	
<b>1-3</b>	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
<b>4-6</b>	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
<b>7-9</b>	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
<b>10-12</b>	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
<b>13-16</b>	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
<b>17-20</b>	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
<b>21-23</b>	ar	/ar/	car	Words with ar	smart farm	ar	artist market	Words with -ed and -ing endings		would, should, could
<b>24-26</b>	er	/er/	fern	Words with er	term herd	er	perfect yesterday	Words with -er ending	trainer starter	she, he, me, be, we
<b>27-29</b>	or	/or/	corn	Words with or	sport horse	or	forget important	Words with -ed, -ing and -er endings		other, another, mother
<b>30-32</b>	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 *chase*, /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







