

 i-Ready Learning

Phonics for Reading[®]

Anita Archer, Ph.D.

Teacher's Guide

LEVEL
C

Curriculum Associates

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ISBN 978-1-7280-8735-1

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North Billerica, MA 01862

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Phonics Skill(s): oo

Affix(es): un-, dis-, -able, -ful

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Affix(es): un-, dis-, -able, -ful

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Phonics Skill(s): *ew*

Affix(es): *in-, ex-, -ly, -y*

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Phonics Skill(s): *minor sound of c*
Affix(es): *a-, -ment*

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Phonics Skill(s): *minor sound of ow*
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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

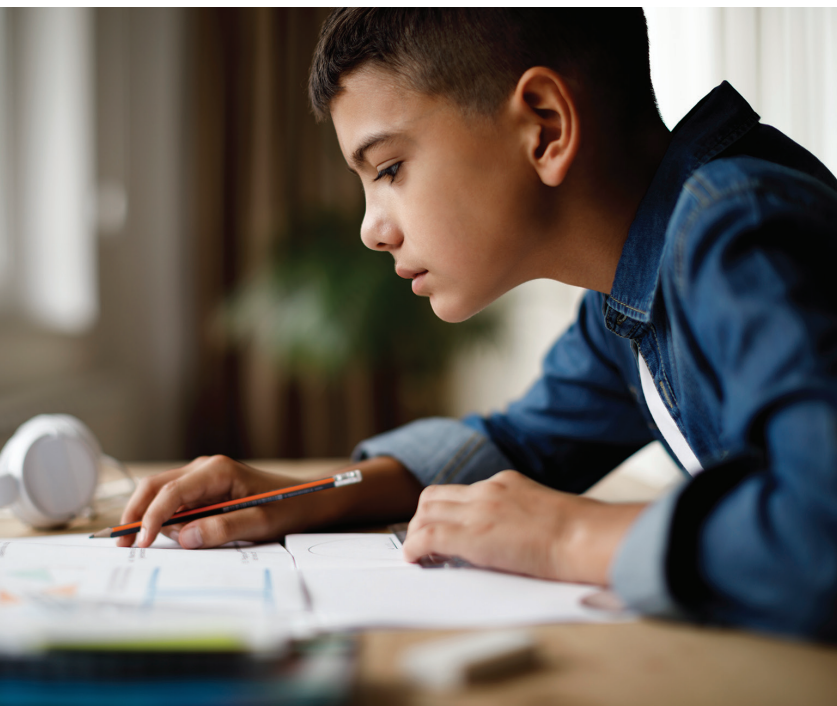
Some students at Grade 3 and above have not learned to decode simply because they didn't receive the instruction and practice they needed in Grades K-2.

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

- In Haitian Creole and Mandarin, the letters **a-u** and **a-w** do not represent the sound /au/. Have students say the sounds in Lines 1 and 4 again.

- See pages T447–T450 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 C 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	oo (moon)	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no
4-6	aw (saw)	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
	au (fault)	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
7-9	oi (oil)	/oi/	yes	yes	no	no	approx.	approx.	no	no	no	no
	oy (joy)	/oi/	yes	yes	no	no	approx.	no	no	no	no	no
10-12	ew (new)	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no

How They Learn: Phonics Intervention Delivered with Respect

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

Read Text

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

Matthew Henson Born to Explore


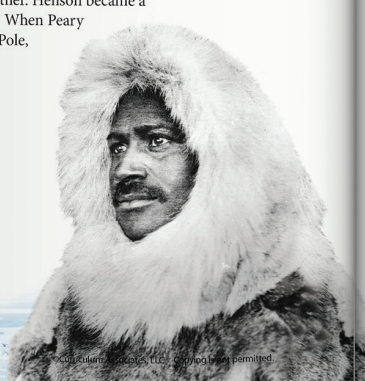
Part 1

Teacher Reads Matthew Henson was a Black explorer who was born almost 150 years ago. He began traveling the world at a young age. One day, he met a famous explorer named Robert Peary. That meeting changed the course of Henson's life.

Matthew Henson was born in 1866. When Matthew was 12, he got a job on a ship. He did chores for people on the ship. While on the ship, Matthew became skilled at reading and **writing** as well as sailing. He got to explore lands in many parts of the globe.

When Henson left his job on the ship, he met Robert **Peary**. Henson and Peary both enjoyed exploring. Henson told Peary about his skills in sailing and exploring. Peary asked Henson to join his crew of explorers.

The connection between the men grew strong as they spent many trips exploring together. Henson became a trusted member of Peary's crew. When Peary made a plan to go to the North Pole, he wanted Henson by his side.



Part 2

Teacher Reads Peary wanted to be the first explorer to reach the North Pole. Peary, Henson, and the rest of the crew began preparing for the trip.

Before the men started, Henson **learned** many new skills for surviving in the Arctic. He learned how to train a team of dogs to haul a sled and how to drive the sled. He learned how to hunt and fish in the Arctic. Henson needed these skills as he and Peary aimed for the North Pole.


Peary and Henson made many trips trying to reach the North Pole, but every time they failed. Each time, they had problems. The cold was harsh. The men got lost in storms with strong winds that blew snow. The crew ran very low on food. Peary and Henson fell into freezing water.

Part 3


Teacher Reads Henson and Peary tried again to reach the North Pole. At first, people believed Henson and Peary had reached the North Pole, but later people questioned if the men actually did.

In 1908, Henson, Peary, and the crew got set for one more try for the North Pole. They packed big sleds with food and other things they needed for the trip. They harnessed teams of dogs to the front of each sled. The dogs hauled the sleds over the snow and ice. The men rode on the sleds or walked in back of them. In April 1909, after many hard weeks of travel the crew reached what they **thought** was the North Pole. The news reached the rest of the globe. Newspapers told of the trip to the North Pole. But over time, experts have debated whether the **place** Henson and Peary reached was in fact the North Pole.


Henson was an important member of the crew. If it had not been for his help, the crew might not have made it as far as they did. Henson had shown all his life that he was born to explore. [Learn More](#)



Part _____



Part _____



Part _____

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Lesson 12

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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 C.

■ Integrate vocabulary support while teaching new skills.

While learning to decode words with affixes, students learn how an affix changes the meaning of a base word.

11. Follow along as I read the **Expert Tip**. The suffix **-ly** tells how to do something. So, the suffix **-ly** tells how to...? **do something**
12. Touch under the next line. Follow along as I read the examples. **Quickly** means to do something **in a quick way**. **Slowly** means to do something **in a slow way**. **Bravely** means to do something **in a brave way**.

Activity E: Prefixes and Suffixes

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

The Teacher Reads feature defines important words and builds background knowledge.

Part 3

Teacher Reads Henson and Peary tried again to reach the North Pole. At first, people believed Henson and Peary had reached the North Pole, but later people questioned if the men actually did.

Activity J: Decodable Text

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

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

- What is one skill that Henson learned for surviving in the Arctic?
Begin by saying: One skill Henson learned for surviving in the Arctic was how to _____. **One skill Henson learned for surviving in the Arctic was how to (Answers will vary: train a team of sled dogs; drive a sled; hunt and fish in the Arctic).**

Activity J: Decodable Text

■ Assign written comprehension questions after each decodable text.

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

5. **WHAT** is one skill Henson learned for surviving in the Arctic?
One skill Henson learned was how to Answers will vary: train dogs to pull a sled; drive a sled; hunt and fish in the Arctic.

Activity K: Text Comprehension

Program Components

Three Levels Depending on Need

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

Level A

i o ll th
nd fl st

In Level A, students learn:

- Short vowels
- Double consonants
- Blends
- Digraphs

Level B

ee oa igh ar
or ur -ing

In Level B, students learn:

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

Level C

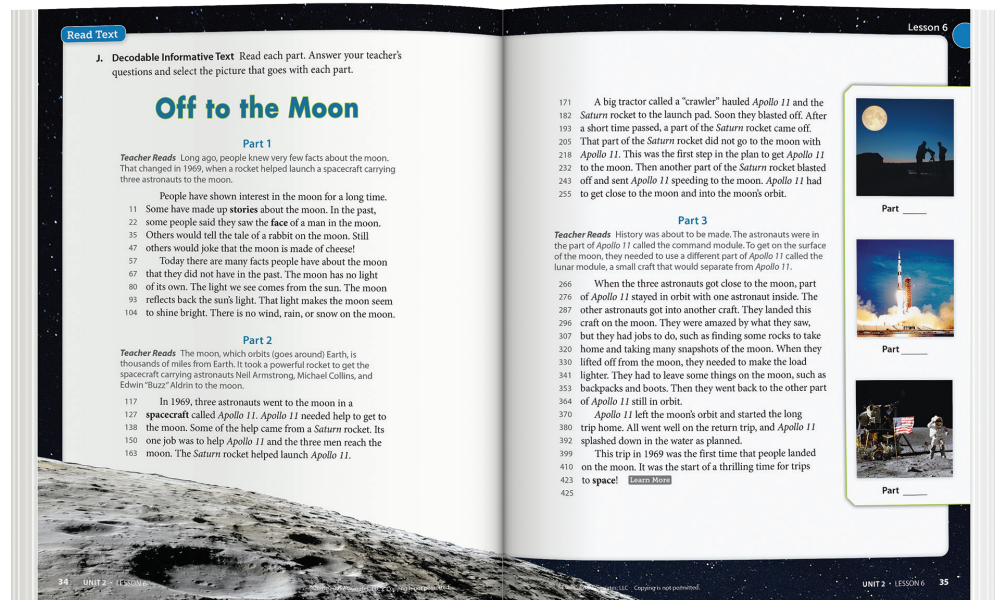
au oy pre- oo
kn ph -ous

In Level C, students learn:

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

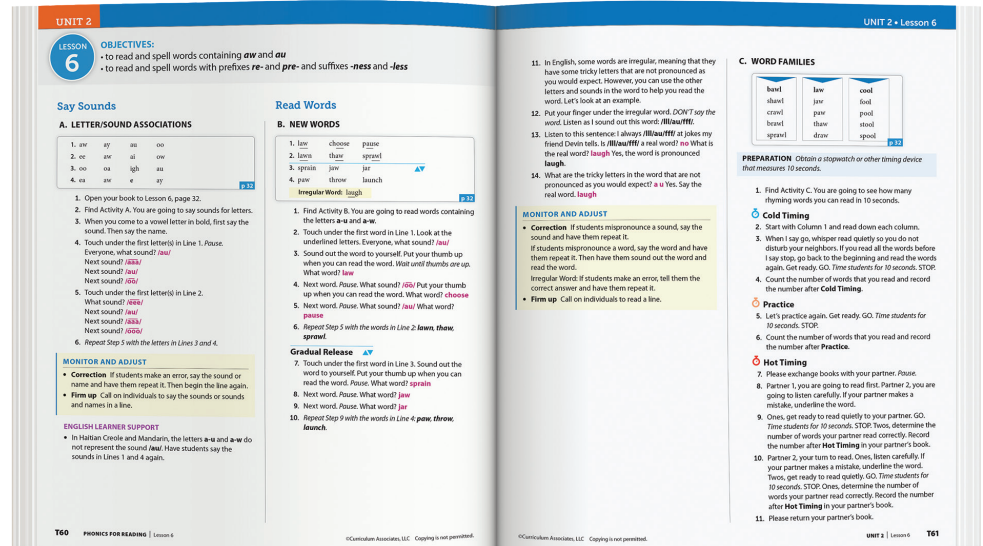
Student Book

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



Teacher's Guide

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



Digital Components

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

- Individual Education Plan
- Letters of Progress
- Fluency-Building Activities
- Printable Decodable Texts (for take-home fluency practice)
- Unit Check-Ups
- Comprehension Support for Decodable Texts

- Additional Practice by Unit
- Additional Phonemic Awareness activities
- Letter/Sound Association Flashcards
- Affixes Flashcards
- Articulation Cards
- Articulation Videos



Articulation Video

Articulation Vowel /āā/
(ai, ay, a_e)

To make the sound /āā/:

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



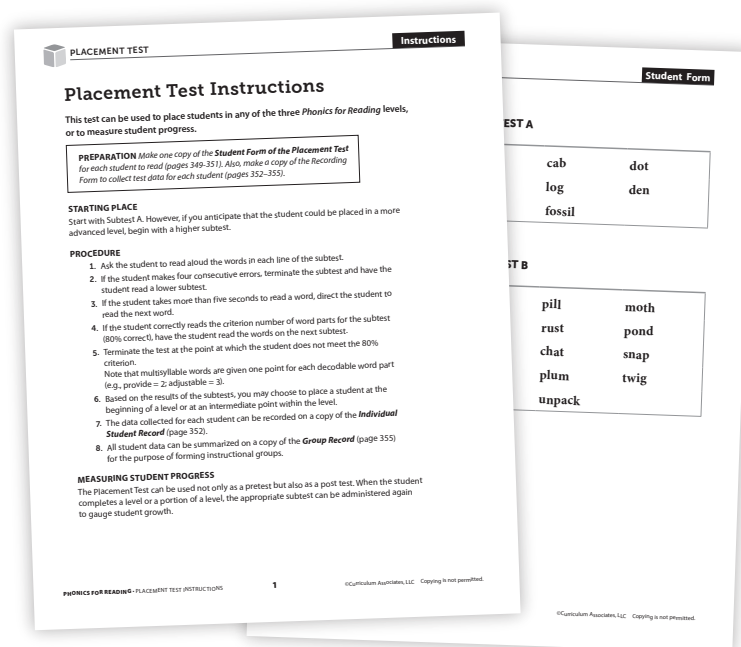
Getting Started (cont.)

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 T438. It is also available on the Teacher Toolbox and at i-ReadyCentral.com/PfRPlacementTest.



4. Group Students by Level.

Students who place into Level C will learn or review:

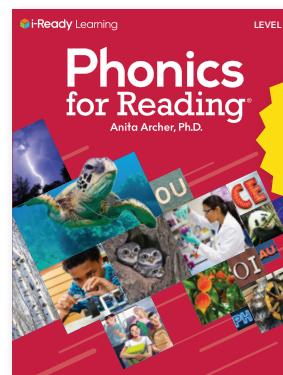
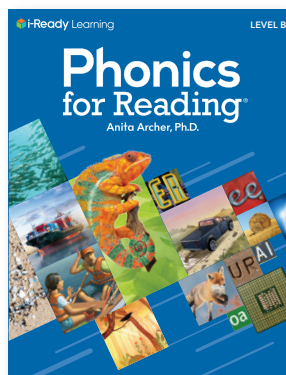
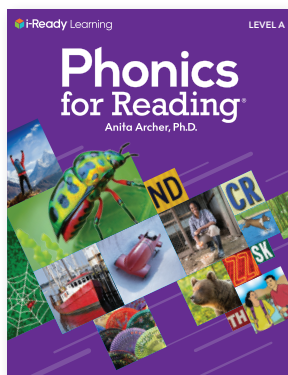
- Units of three lessons focusing on a particular skill
- Vowel digraphs, diphthongs, minor sounds of consonants and vowel digraphs
- High-frequency words, word families, words with prefixes and suffixes
- Single-syllable and multisyllabic words
- Previously taught skills
- Spelling
- Reading words in 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

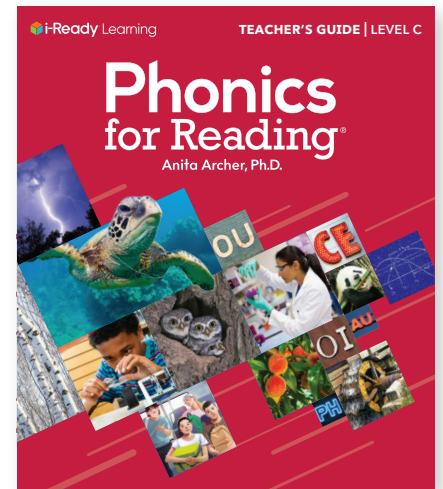
Students encode single-syllable and multisyllabic words. They also write a dictated sentence.

Read Text

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

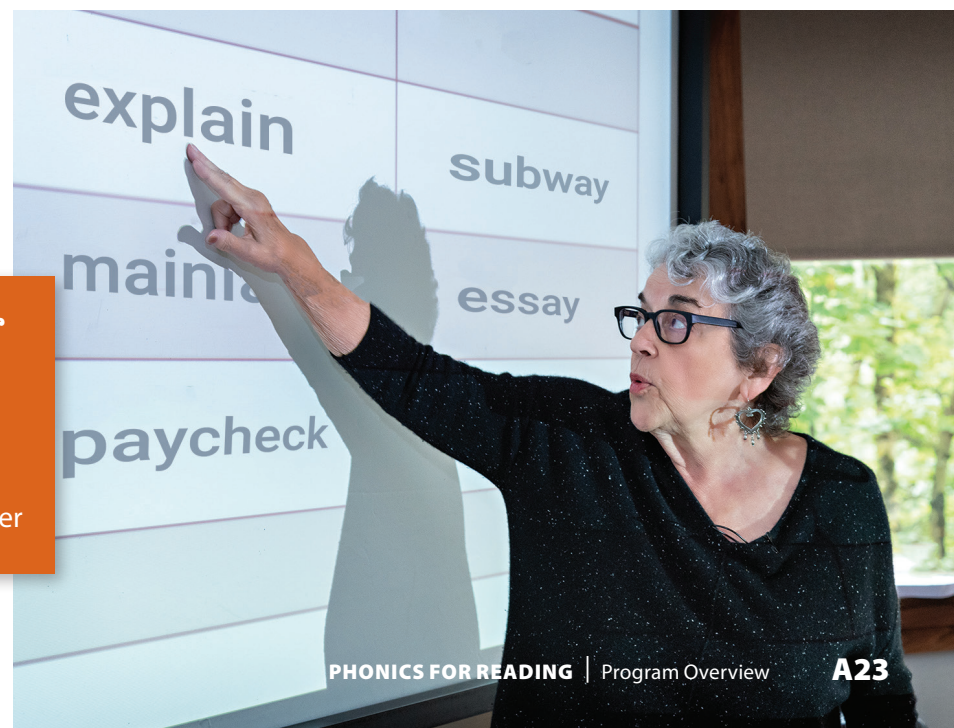
Independent Practice

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

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 Monitor and Adjust boxes to provide immediate corrective feedback.	Use Unit Check-Ups to monitor student knowledge of specific skills taught in the unit. Use one-minute Fluency Checks to measure student progress in accurate decoding.	Use the Placement Test 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 A26–A27.



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 T438. It is also available on the Toolbox and 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 ²	helmet ²	rustic ²	fossil ²	

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 ²	invent ²	contest ²	unpack ²	

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 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.
Irregular Word: If students make an error, tell them the correct answer and have them repeat it.
- **Firm up** Call on individuals to read a line.

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 T34.

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. moon 2. cool 3. boosters 4. classroom 5. teaspoon

B. Word Reading

New Words
● food stool choose moon roof

Multisyllabic Challenge Words
● moonlight toothbrush shampoo scooter foolish

High-Frequency Words
● all about one were put

Words with Prefixes and Suffixes
● helpful dislike harmful unload readable

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

UNIT 1 Check-Up Form Name: _____ Date: _____

C. Passage Reading Fluency

A Cool Cat

Cooper was cat-sitting Ms. Boon's cat, Bamboo. Ms. Boon was taking a trip, and Cooper was glad to help. He liked cats, and he would get paid, too! Each day, Cooper had to feed Bamboo, put fresh water in her bowl, and clean her litter box with a scoop. Ms. Boon also wanted Cooper to play with Bamboo.

On Sunday at noon, Cooper went to Ms. Boon's home. He looked for Bamboo but did not see her. Cooper went to each room, calling her name. At last, he found her in the bedroom, hiding under a pillow. As soon as Bamboo saw Cooper, she ran. Zoom! Cooper did not chase after her. He put food in her dish and water in her bowl. He cleaned her litter box. Then he sat and waited. Bamboo ate some food and sipped some water. Then she sat by Cooper's feet. Cooper smiled as he patted her smooth fur, and Bamboo purred.

D. Text Comprehension

1. **WHY** was Cooper glad to help Ms. Boon?
Cooper was glad to help Ms. Boon because Answers will vary: he liked cats, and he would get paid.

2. **WHAT** was one thing that Cooper had to do each day for Bamboo?
Each day, Cooper had to Answers will vary: feed her; put fresh water in her bowl; clean her litter box; play with her.

3. **WHERE** was Bamboo hiding when Cooper went to Ms. Boon's home?
Bamboo was hiding under a pillow in the bedroom.

4. **WHAT** happened at the end?
At the end, Answers will vary: Bamboo sat by Cooper's feet and purred as he patted her fur.

PHONICS FOR READING • Level C 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.

47 others
57 Today
67 that they d
80 of its own.
93 reflects ba
104 to shine

Read Text

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

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.

11 Some have made up stories about the moon. In the past,
22 some people said they saw the face of a man in the moon.
35 Others would tell the tale of a rabbit on the moon. Still
47 others would joke that the moon is made of cheese!
57 Today there are many facts people have about the moon
67 that they did not have in the past. The moon has no light
80 of its own. The light we see comes from the sun. The moon
93 reflects back the sun's light. That light makes the moon seem
104 to shine bright. There is no wind, rain, or snow on the moon.

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

117 In 1969, three astronauts went to the moon in a
127 spacecraft called *Apollo 11*. *Apollo 11* needed help to get to
138 the moon. Some of the help came from a *Saturn* rocket. Its
150 one job was to help *Apollo 11* and the three men reach the
163 moon. The *Saturn* rocket helped launch *Apollo 11*.

34 UNIT 2 • LESSON 1

Work Towards Grade-Level Reading

Level C has ten additional Challenge Text lessons. These lessons extend practice of skills taught in the program and accelerate students toward grade-level reading.

Challenge Texts in the Student Book

Additional decodable texts—all informative—boost confidence and build vocabulary and comprehension.

CHALLENGE TEXT **A**

Kids' Films

Part 1

Teacher Reads Many people enjoy watching movies. But how many people know what it takes to make those movies? The Youth Cinema Project is an organization that teaches kids about making movies. People who work in the movie industry provide expert guidance to kids in California to help them make their own movies.

Some adults who work on **movies** began the Youth Cinema Project for kids. The project's goal was to help kids produce movies. The adults coach the kids on the steps in the production of a film.

Kids attend movie workshops at school. The movie professionals explain each step in making a movie, but the kids complete the hands-on jobs. The adults are there to teach the skills. The kids are there to learn the skills.

Part 2



Teacher Reads There are many different jobs involved in the making of a movie. The director is in charge of everything. The crew does the work behind the camera, such as lighting, costumes, and special effects. The cast is the actors who appear in front of the camera. The kids will be the director, the crew, and the actors.

The kids work in teams to produce their movies. There are many tasks that need to happen. First, team members discuss topics and plan the movie. Next, the kids write a script, which outlines what the actors will say and do in the movie. Then the kids edit the script to improve it. Some kids may be part of the cast, acting in the movie. Some kids work on filming the actors as they perform. After the movie is filmed, it needs to be edited. The editors may cut, reorder, or trim film shots as they make the final movie.


Part 3

Teacher Reads Before a commercial movie is shown to the public (you and me), a special screening takes place in a movie theater. At this screening, invited guests, the movie director, the actors, and the entire crew view the movie and then tell the audience certain things about it. This is also what happens in the Youth Cinema Project.


All of the kids' work leads to a finished movie. The finished movie is shown at a screening in a theater to the kids, their parents, their friends, and people from the community. When the filmmakers get glowing feedback on their production, they feel fantastic. This movie project can be a pathway to a career. Some kids continue with movie training. They may grow up to follow in the path of the adults they worked with.



Part ____



Part ____



Part ____

218 CHALLENGE TEXT A ©Curriculum Associates, LLC Copying is not permitted. CHALLENGE TEXT A 219 ©Curriculum Associates, LLC Copying is not permitted.

Challenge Text lessons begin on page T392. Student-facing instructional resources for before and after reading can be found on the Teacher Toolbox or [i-ReadyCentral.com/](https://www.READY.org/). Refer to the lesson for Challenge Text A to prepare for teaching these lessons.

Challenge Text Routines in the Teacher's Guide

For each Challenge text, a short lesson in the Teacher's Guide is structured around two digital resources: one to support word reading and one to support comprehension.

Support Word Reading.

The **Text Preparation Worksheet** outlines the skills students will need to read the text.

- Review decoding preskills (e.g., pronunciation of prefixes, suffixes, and vowel combinations).
- Preview Challenge words in the passage, using the Long Word Strategy.
- Preteach vocabulary while weaving in background knowledge.

CHALLENGE TEXT A KIDS' FILMS		Name:			
Text Preparation		Date:			
Word Reading Preparation Preskills					
1. Prefixes	pro-	re-	com-	con-	a-
2. Suffixes	*-ity community	-tion	-sion	-ish	-al
3. Sound/Name	a	i	e	o	u
4. Vowel Combinations	a_e	i_e	e_e	o_e	u_e
5. Vowel Combinations	ai	ow	oi	er	ew
Challenge Words					
6. Long Word Strategy	Step 1 Circle the prefixes.		Step 2 Circle the suffixes.		Step 3 Underline the vowels.
	Step 4 Say the parts of the word.		Step 5 Say the whole word.		Step 6 Make it a real word.
7. produce	production	complete	completion		
8. profession	professional	community	reorder		
Proper Nouns					
9. State: California					
10. Vocabulary Word			11. Vocabulary Word		
Introduction: project (n) project			Introduction: produce (v) produce		
Meaning: A project is something that you do that requires planning, a goal, and lots of effort.			Meaning: When you make something, you produce it.		
Example: The kids worked on a project to plan, write, film, and complete a movie.			Example: The kids' project was to produce a movie with the help of movie professionals.		
Example: My project this weekend is to clean out and reorganize a closet.			Example: The company produces canned soup in its factory.		
Check: Complete the sentence. Answers vary. When I do an art project , I need colored pens and paper .			Check: Complete the sentence. Answers vary. Our class could produce a movie about different birds that live in our area .		
Word Relatives: project (n) projects			Word Relatives: produce (v) produces, produced, producing product (n) production		

Support Comprehension.

The **Text Comprehension Worksheet** outlines how students will build meaning while reading and demonstrate understanding after reading.

- Guide students to answer comprehension questions for each part.
- Do fluency checks as students practice reading.
- Support students in writing a summary of the text.

CHALLENGE TEXT A KIDS' FILMS		Name:	
Text Comprehension		Date:	
Text Comprehension			
Goals	<ul style="list-style-type: none"> • I will read this passage accurately and fluently. • I will answer questions accurately using complete sentences that make sense. 		
3 Readings	First Reading Read the part to yourself. Underline vocabulary words that you do not know. Second Reading Read the part with the teacher. OR Read the part to your partner. Third Reading Reread the part to locate answers.		
Part 1	What was the goal of the project? The goal of the project was to help kids produce their own movies .		
Part 2	What was one task the kids needed to do? One task the kids needed to do was Answers will vary: write a script that told the actors what to say and what to do; edit the script; act in and edit the movie .		
Part 3	When the movie was finished, what did the kids do? When the movie was finished, the kids had a movie screening for their families and friends .		
Wrap-up	Picture Match Write the correct part number under the matching picture.		
Fluency CWPM	<ul style="list-style-type: none"> • Exchange Student Books with your partner. • Read the text to your partner for one minute. • Determine the number of words read correctly. Graph the number. 		
Summary Writing			
Topic Sentence The kids completed many tasks to produce a movie.			
Plan	<ul style="list-style-type: none"> • Brainstorm key details. • Select and copy three key details onto your paper. 		
Draft	<ul style="list-style-type: none"> • Copy the topic sentence onto your paper. • Write one complete sentence for each key detail. 		
Revise	<ul style="list-style-type: none"> • Whisper read your paragraph to yourself. Ask yourself, "Does it make sense?" • If it does not make sense, fix it up. 		
Edit	<ul style="list-style-type: none"> • Check your capitals, punctuation marks, and spelling. 		
Answers will vary: The kids completed many tasks to produce a movie. First, they decided what the movie would be about. Next, they wrote a script for the movie that told what the actors would say and do. Finally, the kids filmed the movie.			

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. Letter/Sound Associations

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

B. 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.

C. Word Families

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

- Students read the first word in each column (*bawl, law, cool*).
- 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
6

OBJECTIVES:

- to read and spell words containing *aw* and *au*
- to read and spell words with prefixes *re-* and *pre-* and suffixes *-ness* and *-less*

Say Sounds

A. Letter/Sound Associations Look at the letters. Say the sounds.

1. aw	ay	au	oo
2. ee	aw	ai	ow
3. oo	oa	igh	au
4. ea	aw	e	ay

Read Words

B. New Words Say the sound. Sound out the word. Read the word.

1. <u>l</u> aw	ch <u>oo</u> se	p <u>au</u> se
2. <u>l</u> awn	th <u>a</u> w	sp <u>ra</u> wl
3. sprain	jaw	jar
4. paw	throw	launch

Irregular Word: laugh

C. Word Families Read down. Read rapidly.

baw shawl crawl brawl sprawl	law jaw paw thaw draw	cool fool pool stool spool
---	--	---

10 Second Challenge

Cold Timing ___ words read

Practice ___ words read

Hot Timing ___ words read

32 UNIT 2 • LESSON 6
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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.

D. 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 (*launder*).
- Some words also have review skills.
- Some words are connected to the decodable text.

Lesson 6

D. Multisyllabic Challenge Words Sound out the syllables. Read the whole word.

1. launder sawmill jigsaw causes seesaw
2. haunted awesome automatic misinterpret astronaut

E. Prefixes and Suffixes Say the word. Then say the prefix or suffix.

PREFIXES	SUFFIXES
1. <u>return</u> <u>preheat</u>	<u>madness</u> <u>helpless</u>
2. <u>un-</u> <u>dis-</u> <u>re-</u> <u>pre-</u>	<u>-able</u> <u>-ful</u> <u>-ness</u> <u>-less</u>

Expert Tip: The suffix *-ness* creates the noun form in these words:
kind → kindness, smooth → smoothness, bright → brightness.

F. Words with Prefixes and Suffixes Say the underlined affix. Read the whole word.

1. reshape predict unpack disgust
2. endless smoothness bucketful doable
3. recording unteachable presentable refillable

G. High-Frequency Words Say. Spell. Read.

1. other another mother brother would could should
2. from some
3. what how good through also

Read Sentences

H. Sentences Read the sentences with phrasing.

1. My mother went to law school.
2. Would you like to see the rocket launch that has been planned?
3. My pup sprained its paw jumping from the porch.
4. About how long will it take for the other meat to thaw?
5. I will pause the film right before the good part to get another snack.

Spell Words

I. Spelling Journal Turn to the Spelling Journal on page 240.

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UNIT 2 • LESSON 6 33

I. 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.

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.

E. Prefixes and Suffixes

Identifying prefixes and suffixes added to base words helps students recognize patterns and starts to build skills they will need to read multisyllabic words.

- Students read the word (*return*), then identify the underlined affix (*re*).
- Students also read a series of affixes in isolation.

■ Making Meaning

Vocabulary Support

Integrate vocabulary support while learning prefixes and suffixes. An affix meaning is provided along with examples showing how the affix alters the meaning of the base word.

F. Words with Prefixes and Suffixes

Students read multisyllabic words containing affixes in three categories.

- Students read words with prefixes.
- Then students read words with suffixes.
- Finally, students read words that contain a prefix and a suffix. Some words may contain two suffixes, both of which are noted.

G. High-Frequency Words

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

H. 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.

Walkthrough: Student Book (cont.)

J. 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.

Read Text

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

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.

- 11 Some have made up **stories** about the moon. In the past,
22 some people said they saw the **face** of a man in the moon.
35 Others would tell the tale of a rabbit on the moon. Still
47 others would joke that the moon is made of cheese!
57 Today there are many facts people have about the moon
67 that they did not have in the past. The moon has no light
80 of its own. The light we see comes from the sun. The moon
93 reflects back the sun's light. That light makes the moon seem
104 to shine bright. There is no wind, rain, or snow on the moon.

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

- 117 In 1969, three astronauts went to the moon in a
127 **spacecraft** called *Apollo 11*. *Apollo 11* needed help to get to
138 the moon. Some of the help came from a *Saturn* rocket. Its
150 one job was to help *Apollo 11* and the three men reach the
163 moon. The *Saturn* rocket helped launch *Apollo 11*.

171 A big tractor called a “crawler” hauled *Apollo 11* and the
 182 *Saturn* rocket to the launch pad. Soon they blasted off. After
 193 a short time passed, a part of the *Saturn* rocket came off.
 205 That part of the *Saturn* rocket did not go to the moon with
 218 *Apollo 11*. This was the first step in the plan to get *Apollo 11*
 232 to the moon. Then another part of the *Saturn* rocket blasted
 243 off and sent *Apollo 11* speeding to the moon. *Apollo 11* had
 255 to get close to the moon and into the moon’s orbit.

Part 3

Teacher Reads History was about to be made. The astronauts were in the part of *Apollo 11* called the command module. To get on the surface of the moon, they needed to use a different part of *Apollo 11* called the lunar module, a small craft that would separate from *Apollo 11*.

266 When the three astronauts got close to the moon, part
 276 of *Apollo 11* stayed in orbit with one astronaut inside. The
 287 other astronauts got into another craft. They landed this
 296 craft on the moon. They were amazed by what they saw,
 307 but they had jobs to do, such as finding some rocks to take
 320 home and taking many snapshots of the moon. When they
 330 lifted off from the moon, they needed to make the load
 341 lighter. They had to leave some things on the moon, such as
 353 backpacks and boots. Then they went back to the other part
 364 of *Apollo 11* still in orbit.

370 *Apollo 11* left the moon’s orbit and started the long
 380 trip home. All went well on the return trip, and *Apollo 11*
 392 splashed down in the water as planned.

399 This trip in 1969 was the first time that people landed
 410 on the moon. It was the start of a thrilling time for trips
 423 to space! **Learn More**

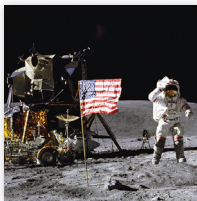
425



Part 1



Part 2



Part 3

■ 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 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 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

K. 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

K. 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. **WHAT** stories did people make up about the moon in the past? **Answers will vary:**
 People made up stories about a man in the moon; a rabbit on the moon; the moon being made of cheese.
2. **WHAT** is one fact about the moon that people understand today?
 One fact about the moon is Answers will vary: the moon has no light of its own; the moon reflects the sun’s light; there is no wind, rain, or snow on the moon.

► Part 2

3. **WHAT** important event happened in 1969? **three astronauts went to**
 In 1969, the moon in a spacecraft called Apollo 11.
4. **WHAT** was the job of the “crawler”? **haul Apollo 11 and the Saturn**
 The job of the “crawler” was to rocket to the launch pad.
5. **WHAT** happened to the parts of the Saturn rocket? **came off after they**
 The parts of the Saturn rocket helped launch Apollo 11.

► Part 3

6. **WHAT** happened when the astronauts got close to the moon?
 When they got close, Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon.
7. **WHAT** work did the astronauts have to do on the moon?
 On the moon, the astronauts had to Answers will vary: find rocks to take home; take many snapshots of the moon.
8. **WHY** was the trip to the moon important? **Answers will vary: it was the**
 The trip was important because first time people landed on the moon; it was the start of a thrilling time for trips to space.

My Points _____

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

English Learner Support

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

B. New Words Routine

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

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

UNIT 2

LESSON
6

OBJECTIVES:

- to read and spell words containing **aw** and **au**
- to read and spell words with prefixes **re-** and **pre-** and suffixes **-ness** and **-less**

Say Sounds

A. LETTER/SOUND ASSOCIATIONS

1. aw	ay	au	oo
2. ee	aw	ai	ow
3. oo	oa	igh	au
4. ea	aw	e	ay

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- Open your book to Lesson 6, page 32.
- Find Activity A. You are going to say sounds for letters.
- When you come to a vowel letter in bold, first say the sound. Then say the name.
- Touch under the first letter(s) in Line 1. *Pause*.
Everyone, what sound? **/au/**
Next sound? **/āāā/**
Next sound? **/au/**
Next sound? **/ōō/**
- Touch under the first letter(s) in Line 2.
What sound? **/ēēē/**
Next sound? **/au/**
Next sound? **/āāā/**
Next sound? **/ōōō/**
- Repeat Step 5 with the letters in Lines 3 and 4.

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 sounds and names in a line.

ENGLISH LEARNER SUPPORT

- In Haitian Creole and Mandarin, the letters **a-u** and **a-w** do not represent the sound **/au/**. Have students say the sounds in Lines 1 and 4 again.

T60 PHONICS FOR READING | Lesson 6

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Read Words

B. NEW WORDS

1. law	choose	pause
2. <u>lawn</u>	<u>thaw</u>	<u>sprawl</u>
3. sprain	jaw	jar
4. paw	throw	launch

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- Find Activity B. You are going to read words containing the letters **a-u** and **a-w**.
- Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? **/au/**
- Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up*. What word? **law**
- Next word. *Pause*. What sound? **/ōō/** Put your thumb up when you can read the word. What word? **choose**
- Next word. *Pause*. What sound? **/au/** What word? **pause**
- Repeat Step 5 with the words in Line 2: **lawn**, **thaw**, **sprawl**.

Gradual Release

- Touch under the first word in Line 3. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause*. What word? **sprain**
- Next word. *Pause*. What word? **jaw**
- Next word. *Pause*. What word? **jar**
- Repeat Step 9 with the words in Line 4: **paw**, **throw**, **launch**.

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.

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.

11. In English, some words are irregular, meaning that they have some tricky letters that are not pronounced as you would expect. However, you can use the other letters and sounds in the word to help you read the word. Let's look at an example.
12. Put your finger under the irregular word. *DON'T* say the word. Listen as I sound out this word: /lll/au/fff/.
13. Listen to this sentence: I always /lll/au/fff/ at jokes my friend Devin tells. Is /lll/au/fff/ a real word? **no** What is the real word? **laugh** Yes, the word is pronounced **laugh**.
14. What are the tricky letters in the word that are not pronounced as you would expect? **a u** Yes. Say the real word. **laugh**

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.
Irregular Word: If students make an error, tell them the correct answer and have them repeat it.
- **Firm up** Call on individuals to read a line.

C. WORD FAMILIES

bawl	law	cool
shawl	jaw	fool
crawl	paw	pool
brawl	thaw	stool
sprawl	draw	spool

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

1. Find Activity C. You are going to see how many rhyming words you can read in 10 seconds.
- 🕒 **Cold Timing**
 2. Start with Column 1 and read down each column.
 3. 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.
 4. Count the number of words that you read and record the number after **Cold Timing**.
- 🕒 **Practice**
 5. Let's practice again. Get ready. GO. *Time students for 10 seconds.* STOP.
 6. Count the number of words that you read and record the number after **Practice**.
- 🕒 **Hot Timing**
 7. Please exchange books with your partner. *Pause.*
 8. 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.
 9. 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.
 10. 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.
 11. Please return your partner's book.

C. 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.

Preparation

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

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.

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

D. 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.

E. Prefixes and Suffixes Routine

Reading prefixes and suffixes both in words and in isolation contributes to word-reading fluency. It prepares students to chunk longer words into manageable parts for decoding.

UNIT 2 • Lesson 6

Read Words (cont.)

1. MULTISYLLABIC CHALLENGE WORDS

1. launder sawmill jigsaw causes seesaw
2. haunted awesome automatic misinterpret astronaut

p. 33

1. Find Activity D. *Pause.* You are going to read long words.
2. What does each syllable have? **one vowel sound**
3. Touch under the first word in Line 1. *Pause.* Look at the first syllable. *Pause.* What vowel sound? **/au/** What syllable? **lau**
4. Look at the second syllable. *Pause.* What vowel sound? **/er/** What syllable? **der**
5. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause.* What word? **launder**
6. Touch under the next word in Line 1. *Pause.* Look at the first syllable. *Pause.* What vowel sound? **/aw/** What syllable? **saw**
7. Look at the second syllable. *Pause.* What vowel sound? **/ii/** What syllable? **mill**
8. Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause.* What word? **sawmill**
9. Repeat Steps 6–8 with the remaining words in Line 1: **jigsaw, causes, seesaw.**

Gradual Release ▲▼

10. Now it's your turn to read long words.
11. Touch under the first word in Line 2.
12. Sound out the word. Put your thumb up when you can read the whole word. *Wait until thumbs are up.* What word? **haunted**
13. Repeat Steps 11 and 12 with **awesome, automatic, misinterpret, and astronaut.**

MONITOR AND ADJUST

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

E. PREFIXES AND SUFFIXES

PREFIXES	SUFFIXES
1. return preheat	madness helpless
2. un- dis- re- pre-	-able -ful -ness -less

Expert Tip: The suffix **-ness** creates the noun form in these words: kind → kindness, smooth → smoothness, bright → brightness.

p. 33

1. Find Activity E. *Pause.*
2. You are going to learn **prefixes** and **suffixes**.
3. Do **prefixes** come at the beginning or at the end of words? **the beginning**
Do **suffixes** come at the beginning or at the end of words? **the end**
4. Find Line 1. *Pause.* Read the words to yourself. Put your thumb up when you can read all of the words. *Wait until thumbs are up.*
5. First word. What word? **return** What prefix? **re-**
6. Next word. What word? **preheat** What prefix? **pre-**
7. Next word. What word? **madness** What suffix? **-ness**
8. Last word. What word? **helpless** What suffix? **-less**
9. Find Line 2. *Pause.*
10. What prefix? **un-** What prefix? **dis-** What prefix? **re-** What prefix? **pre-** What suffix? **-able** What suffix? **-ful** What suffix? **-ness** What suffix? **-less**

Expert Tip

11. Touch under the words **Expert Tip.** *Pause.* Learning the meaning of prefixes and suffixes can help you figure out the meaning of some words.
12. Follow along as I read the **Expert Tip.** **The suffix -ness creates the noun form in these words.** The noun form is a word for a thing. When you add **-ness** to a word, the new word is a...? **noun**
13. Touch under the next line. Follow along as I read the examples.
Kind becomes **kindness.**
Smooth becomes **smoothness.**
Bright becomes **brightness.**

■ Making Meaning Vocabulary Support

Teaching students that prefixes and suffixes carry meaning and alter the meaning of base words helps build deeper vocabulary knowledge. In addition to reading words with prefixes and suffixes, students start to apply meaning to these words in isolation and in context.

14. Read and study the line to yourself. Put your thumb up when you know the words. *Give students time to study the examples.*
15. When you add **-ness** to **kind**, what is the noun?
kindness
When you add **-ness** to **smooth**, what is the noun?
smoothness
When you add **-ness** to **bright**, what is the noun?
brightness
16. When you add **-ness** to a word, the new word is a...?
noun

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, a prefix, or a suffix, say the word or affix and have them repeat it.
- **Firm up** Call on individuals to read a line.

F. WORDS WITH PREFIXES AND SUFFIXES

1. reshape predict unpack disgust
2. endless smoothness bucketful doable
3. recording unteachable presentable refillable

p 33

1. Find Activity F. *Pause.*
2. You are going to read long words with prefixes and suffixes.
3. Touch under the first word in Line 1. Look at the underlined prefix. What prefix? **re-**
4. Read the word to yourself. Put your thumb up when you can read the word. *Pause. Wait until thumbs are up.* What word? **reshape**
5. Repeat Steps 3 and 4 with **predict**, **unpack**, and **disgust**.
6. Touch under the first word in Line 2. Look at the underlined suffix. What suffix? **-less**
7. Read the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **endless**
8. Repeat Steps 6 and 7 with **smoothness**, **bucketful**, and **doable**.
9. Touch under the first word in Line 3. Read the word to yourself, carefully pronouncing the prefix and suffix. Put your thumb up when you can read the word. *Pause.* What word? **recording**
10. Repeat Step 9 with **unteachable**, **presentable**, and **refillable**.

MONITOR AND ADJUST

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

F. Words with Prefixes and Suffixes Routine

Reading words with prefixes and suffixes is a more complex pattern recognition task than word families. It also requires students to read multisyllabic words, which are challenging for striving readers to decode.

- Make sure students read the base word and the word with a prefix or suffix. 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 to identify prefixes and suffixes contributes to automatic word recognition.

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

G. High-Frequency Words Routine

High-frequency words appear often in text. 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.

In this level, students use three keys to learn how to read high-frequency words:

Use rhyming words Students learn words with the same pattern at the same time, including both regular and irregular spellings.

Make it a real word Students learn about irregular spelling patterns and how to approach words with these patterns to make them real words.

Look at the spelling Students learn words by focusing on their spellings to help with automatic recognition.

UNIT 2 • Lesson 6

Read Words (cont.)

G. HIGH-FREQUENCY WORDS

1. other another mother brother would could should
2. from some
3. what how good through also

p 33

Key to Irregular Words: Use rhyming words

1. Find Activity G.
2. Find Line 1. Let's practice the first key to reading irregular words: use rhyming words.
3. Touch under the first underlined word. The word is **other**. What word? **other**
If you know **other**, you know the next three rhyming words. What words? **another, mother, brother**
4. Touch under the next underlined word. The word is **would**. What word? **would**
If you know **would**, you know the next two rhyming words. What words? **could, should**

Key to Irregular Words: Make it a real word

5. Find Line 2. You are going to practice making irregular words into real words.
6. Put your finger under the first word. Don't say the word.
7. Listen as I sound out this word: /fff/rrr/ooo/mmm/.
8. Listen to this sentence: I got a card /fff/rrr/ooo/mmm/ you. Is /fff/rrr/ooo/mmm/ a real word in this sentence?
no
What is the real word? **from** Yes. I got a card **from** you.
9. What is the tricky letter in the word? **o** Yes. Say the real word. **from**
10. Put your finger under the next word. Don't say the word.
11. Listen as I sound out this word: /sss/ooo/mmm/.
12. Listen to this sentence: I have /sss/ooo/mmm/ cards. Is /sss/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **some** Yes. I have **some** cards.
13. What are the tricky letters in the word? **o-final e** Yes. Say the real word. **some**

Key to Irregular Words: Look at the spelling

14. Find Line 3. Let's practice our third key to reading irregular words: look carefully at the spelling of the word.
15. Touch under the first word. This word is **what**. What word? **what** Say, spell, read. **what, w-h-a-t, what**
16. Repeat Step 15 with **how, good, through, and also**.
17. Read all of the irregular words to yourself. Put your thumb up when you can read all of the words. *Wait until all thumbs are up.*
18. Let's read these words again. *Have students reread the words together.* **other, another, mother, brother, would, could, should, from, some, what, how, good, through, also**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

Read Sentences

H. SENTENCES

1. My mother went to law school.
2. Would you like to see the rocket launch that has been planned?
3. My pup sprained its paw jumping from the porch.
4. About how long will it take for the other meat to thaw?
5. I will pause the film right before the good part to get another snack.

p 33

1. Find Activity H. 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. My mother went to law school.*
4. Let's read the sentence together. Begin. **My mother went to law school.**
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. Would you like to see the rocket launch that has been planned?*
7. Let's read the sentence together. Begin. **Would you like to see the rocket launch that has been planned?**
8. Repeat Steps 5–7 with the remaining sentences.
 - **My pup sprained its paw jumping from the porch.**
 - **About how long will it take for the other meat to thaw?**
 - **I will pause the film right before the good part to get another snack.**

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

I. SPELLING JOURNAL

- | | |
|--|-------------------|
| 1. sprawl | sprawl |
| 2. launch | launch |
| 3. seesaw | seesaw |
| 4. haunted | haunted |
| 5. unpack | unpack |
| 6. smoothness | smoothness |
| 7. refillable | refillable |
| 8. This mishap was preventable. | |

p 240

PREPARATION You will need a board to write on or a display onscreen to provide feedback on each word. Also, each student will need paper to cover words in the previous lessons.

1. Turn to your Spelling Journal on page 240 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 6. Cover the words in Lessons 4 and 5. Remember, don't write until I ask you to.*

Single-Syllable Words

2. The first word is **sprawl**. What word? **sprawl** Put out five fingers. *Put five fingers in front of you. Touch your fingers and say each sound. /sss/ /p/ /rrrr/ /au/ /lll/*
3. Say the sounds as you write **sprawl**. *Monitor.*
4. Look at your word. Does it look like the word **sprawl**? If not, fix it up.
5. Write **sprawl** on the board or display it onscreen. Spell **sprawl** with me. *Touch under the letters and spell **sprawl**. s-p-r-a-w-l*
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now, cover up the word **sprawl** and write it from memory. *Monitor.* Check the word.
8. Repeat Steps 2–7 with the word **launch**.

Multisyllabic Words

9. Your next spelling word is **seesaw**. What word? **seesaw** Tap and say the syllables in **seesaw**. **see-saw**
10. Say the syllables as you write **seesaw**. *Monitor.*
11. Look at your word. Does it look like the word **seesaw**? If not, fix it up.
12. Write **seesaw** on the board or display it onscreen. Spell **seesaw** with me. **s-e-e-s-a-w**
13. Check your word. If you misspelled it, cross it out. *Pause.*

(cont.)

H. 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.

I. 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. Note that 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.

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

J. 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.

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.

UNIT 2 • Lesson 6

Spell Words (cont.)

14. Now, cover up the word **seesaw** and write it from memory. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the words **haunted, unpack, smoothness, and refillable.**

Sentence

16. Listen. **The mishap was preventable.** Say the sentence. **The mishap was preventable.**
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 it, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words that you spelled correctly in Lines 1–7 and write the number after **My Points.**

Read Text

J. DECODABLE INFORMATIVE TEXT

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.
11 Some have made up **stories** about the moon. In the past,
22 some people said they saw the **face** of a man in the moon.
35 Others would tell the tale of a rabbit on the moon. Still
47 others would joke that the moon is made of cheese!
57 Today there are many facts people have about the moon
67 that they did not have in the past. The moon has no light
80 of its own. The light we see comes from the sun. The moon
93 reflects back the sun's light. That light makes the moon seem
104 to shine bright. There is no wind, rain, or snow on the moon.

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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 Concept materials (**explore**), to teach prior to passage reading

1. Turn to page 34. Find Activity J. This is an **informative** passage. **Informative** passages always have a **topic** and **details** that provide information about the topic. What are two things that informative passages have? *Call on individuals.* The topic of this informative text is the first landing of humans on the moon.
2. Touch the title of the passage. Let's read the title together. **Off to the Moon**
3. Find Part 1 and follow along as I read the introduction.
4. Touch under the first bold word. *Monitor.* This word is **stories**. What word? **stories** Touch under the next bold word. *Monitor.* This word is **face**. What word? **face**

Repeated Reading – Part 1

5. **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.*

6. **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.*
7. **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 the 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

8. 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 answer using the sentence stem. Note: if you downloaded the displays, show the questions and sentence stems.
- What is one story that people made up about the moon in the past?
 Begin by saying: In the past, one story that people made up about the moon was _____. **In the past, one story that people made up about the moon was (Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese).**

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

117 In 1969, three astronauts went to the moon in a
 127 **spacecraft** called *Apollo 11*. *Apollo 11* needed help to get to
 138 the moon. Some of the help came from a *Saturn* rocket. Its
 150 one job was to help *Apollo 11* and the three men reach the
 163 moon. The *Saturn* rocket helped launch *Apollo 11*.

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171 A big tractor called a "crawler" hauled *Apollo 11* and the
 182 *Saturn* rocket to the launch pad. Soon they blasted off. After
 193 a short time passed, a part of the *Saturn* rocket came off.
 205 That part of the *Saturn* rocket did not go to the moon with
 218 *Apollo 11*. This was the first step in the plan to get *Apollo 11*
 232 to the moon. Then another part of the *Saturn* rocket blasted
 243 off and sent *Apollo 11* speeding to the moon. *Apollo 11* had
 255 to get close to the moon and into the moon's orbit.

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9. Find Part 2 and follow along as I read the introduction.
 10. Touch under the bold word. **Monitor.** This word is **spacecraft**. What word? **spacecraft**

Repeated Reading – Part 2

11. **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.*
12. **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.*
13. **Third Read:** Select the best option for your group: **Partner Reading** or **Individual Turns**.

Comprehension – Part 2

14. For each of the following items, repeat Step 8.
- What important event happened in 1969?
 Begin by saying: In 1969, _____. **In 1969, three astronauts went to the moon in a spacecraft called *Apollo 11*.**
 - What was the job of the "crawler"?
 Begin by saying: The job of the "crawler" was to _____. **The job of the "crawler" was to haul *Apollo 11* and the *Saturn* rocket to the launch pad.**
 - What happened to the parts of the *Saturn* rocket?
 Begin by saying: The parts of the *Saturn* rocket _____. **The parts of the *Saturn* rocket came off after they helped launch *Apollo 11*.**

(cont.)

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.

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.

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 6

Read Text (cont.)

Part 3

Teacher Reads History was about to be made. The astronauts were in the part of *Apollo 11* called the command module. To get on the surface of the moon, they needed to use a different part of *Apollo 11* called the lunar module, a small craft that would separate from *Apollo 11*.

266 When the three astronauts got close to the moon, part
276 of *Apollo 11* stayed in orbit with one astronaut inside. The
287 other astronauts got into another craft. They landed this
296 craft on the moon. They were amazed by what they saw,
307 but they had jobs to do, such as finding some rocks to take
320 home and taking many snapshots of the moon. When they
330 lifted off from the moon, they needed to make the load
341 lighter. They had to leave some things on the moon, such as
353 backpacks and boots. Then they went back to the other part
364 of *Apollo 11* still in orbit.

370 *Apollo 11* left the moon's orbit and started the long
380 trip home. All went well on the return trip, and *Apollo 11*
392 splashed down in the water as planned.

399 This trip in 1969 was the first time that people landed
410 on the moon. It was the start of a thrilling time for trips
423 to space! [Learn More](#)
425

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15. Find Part 3 and follow along as I read the introduction.

16. Touch under the bold word. *Monitor*: This word is **space**. What word? **space**

Repeated Reading – Part 3

17. **First Read**: Read Part 3 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*

18. **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.*

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

Comprehension – Part 3

20. *For each of the following items, repeat Step 8.*

- What happened when the astronauts got close to the moon?
Begin by saying: When the astronauts got close to the moon _____. **When the astronauts got close to the moon, (Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon).**

- What work did the astronauts have to do on the moon? Begin by saying: On the moon, the astronauts had to _____. **On the moon, the astronauts had to (Answers will vary: find rocks to take home; take many snapshots of the moon).**
- Why was the trip to the moon important? Begin by saying: The trip to the moon was important because _____. **The trip to the moon was important because (Answers will vary: it was the first time people landed on the moon; it was the beginning of a thrilling time for trips to space).**

21. **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.



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

Learn More

On their moon journey, the three astronauts had about 70 food items from which to choose. Some of the food was freeze-dried (needing water added) and some was in the form of wetpacks (no water needed). Spaghetti, shrimp, and brownies were among the food items packed onboard.

Fluency Check

23. *Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 35. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set 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 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 information from the text to support their choices.

■ 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.

Independent Practice

K. TEXT COMPREHENSION

Independent Practice

K. 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. **WHAT** stories did people make up about the moon in the past? **Answers will vary:** People made up stories about a man in the moon; a rabbit on the moon; the moon being made of cheese.

2. **WHAT** is one fact about the moon that people understand today? One fact about the moon is Answers will vary: the moon has no light of its own; the moon reflects the sun's light; there is no wind, rain, or snow on the moon.

► **Part 2**

3. **WHAT** important event happened in 1969? three astronauts went to the moon in a spacecraft called Apollo 11.

4. **WHAT** was the job of the "crawler"? haul Apollo 11 and the Saturn rocket to the launch pad.
The job of the "crawler" was to _____.

5. **WHAT** happened to the parts of the Saturn rocket? came off after they helped launch Apollo 11.
The parts of the Saturn rocket _____.

► **Part 3**

6. **WHAT** happened when the astronauts got close to the moon? When they got close, Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon.

7. **WHAT** work did the astronauts have to do on the moon? On the moon, the astronauts had to Answers will vary: find rocks to take home; take many snapshots of the moon.

8. **WHY** was the trip to the moon important? **Answers will vary: it was the first time people landed on the moon; it was the start of a thrilling time for trips to space**.
The trip was important because _____.

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General Directions for Independent Activities K, 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. Have students correct any errors.
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.

L.-M. MORE PRACTICE

Lesson 6

L. More Practice - Activity 1 Fill in each blank with the best word.

1. People hope the rocket will launch Thursday afternoon.
launch pause author
2. Janis drank the milk with a straw.
lawn straw jaw
3. Keenen will haul the fish in with a net.
autumn fraud haul
4. When Jim's car ran off the road in the storm, it was not his fault.
exhaust author fault
5. When Laine woke up from her nap, I saw her yawn.
crawl yawn claw
6. That big bird perched on the roof may be a hawk.
hawk draw flaw

M. More Practice - Activity 2 Fill in each blank with the best word.

1. If you take all the things from a box, you unpack the box.
unsnap untwist unpack
2. If something can harm you, it is harmful.
harmful bucketful painful
3. If you do not have light, there is darkness.
darkness smoothness
4. If you make the shape of something different, you reshape it.
report return reshape
5. If you plan so that something cannot happen, it is preventable.
fixable portable preventable

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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. After each page is completed, have students count the number of correct items on the page and record the number after the page's **My Points**.
4. Have students correct any errors after the feedback has been given.

■ Making Meaning

K. 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.

L.-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.

LESSON

6

OBJECTIVES:

- to read and spell words containing **aw** and **au**
- to read and spell words with prefixes **re-** and **pre-** and suffixes **-ness** and **-less**

Say Sounds

A. LETTER/SOUND ASSOCIATIONS

- | | | | |
|-------|----|-----|----|
| 1. aw | ay | au | oo |
| 2. ee | aw | ai | ow |
| 3. oo | oa | igh | au |
| 4. ea | aw | e | ay |

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1. Open your book to Lesson 6, page 32.
2. Find Activity A. You are going to say sounds for letters.
3. When you come to a vowel letter in bold, first say the sound. Then say the name.
4. Touch under the first letter(s) in Line 1. *Pause.*
Everyone, what sound? **/au/**
Next sound? **/āā/**
Next sound? **/au/**
Next sound? **/ōō/**
5. Touch under the first letter(s) in Line 2.
What sound? **/ēē/**
Next sound? **/au/**
Next sound? **/āā/**
Next sound? **/ōō/**
6. Repeat Step 5 with the letters in Lines 3 and 4.

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 sounds and names in a line.

ENGLISH LEARNER SUPPORT

- In Haitian Creole and Mandarin, the letters **a-u** and **a-w** do not represent the sound **/au/**. Have students say the sounds in Lines 1 and 4 again.

Read Words

B. NEW WORDS

- | | | |
|-----------------|-----------------|-----------------|
| 1. <u>l</u> aw | ch <u>o</u> ose | pa <u>u</u> se |
| 2. <u>l</u> awn | th <u>a</u> w | sp <u>r</u> awl |
| 3. sprain | jaw | jar |
| 4. paw | throw | launch |

Irregular Word: laugh

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1. Find Activity B. You are going to read words containing the letters **a-u** and **a-w**.
2. Touch under the first word in Line 1. Look at the underlined letters. Everyone, what sound? **/au/**
3. Sound out the word to yourself. Put your thumb up when you can read the word. *Wait until thumbs are up.* What word? **law**
4. Next word. *Pause.* What sound? **/ōō/** Put your thumb up when you can read the word. What word? **choose**
5. Next word. *Pause.* What sound? **/au/** What word? **pause**
6. Repeat Step 5 with the words in Line 2: **lawn, thaw, sprawl.**

Gradual Release ▲▼

7. Touch under the first word in Line 3. Sound out the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **sprain**
8. Next word. *Pause.* What word? **jaw**
9. Next word. *Pause.* What word? **jar**
10. Repeat Step 9 with the words in Line 4: **paw, throw, launch.**

11. In English, some words are irregular, meaning that they have some tricky letters that are not pronounced as you would expect. However, you can use the other letters and sounds in the word to help you read the word. Let's look at an example.
12. Put your finger under the irregular word. *DON'T say the word.* Listen as I sound out this word: /lll/au/fff/.
13. Listen to this sentence: I always /lll/au/fff/ at jokes my friend Devin tells. Is /lll/au/fff/ a real word? **no** What is the real word? **laugh** Yes, the word is pronounced **laugh**.
14. What are the tricky letters in the word that are not pronounced as you would expect? **a u** Yes. Say the real word. **laugh**

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.
Irregular Word: If students make an error, tell them the correct answer and have them repeat it.
- **Firm up** Call on individuals to read a line.

C. WORD FAMILIES

bawl	law	cool
shawl	jaw	fool
crawl	paw	pool
brawl	thaw	stool
sprawl	draw	spool

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

1. Find Activity C. You are going to see how many rhyming words you can read in 10 seconds.

Cold Timing

2. Start with Column 1 and read down each column.
3. 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.**
4. Count the number of words that you read and record the number after **Cold Timing**.

Practice

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

Hot Timing

7. Please exchange books with your partner. *Pause.*
8. 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.
9. 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.
10. 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.
11. Please return your partner's book.

Read Words (cont.)

D. MULTISYLLABIC CHALLENGE WORDS

1. launder sawmill jigsaw causes seesaw
 2. haunted awesome automatic misinterpret astronaut

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- Find Activity D. *Pause*. You are going to read long words.
- What does each syllable have? **one vowel sound**
- Touch under the first word in Line 1. *Pause*. Look at the first syllable. *Pause*. What vowel sound? **/au/** What syllable? **laun**
- Look at the second syllable. *Pause*. What vowel sound? **/er/** What syllable? **der**
- Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause*. What word? **launder**
- Touch under the next word in Line 1. *Pause*. Look at the first syllable. *Pause*. What vowel sound? **/aw/** What syllable? **saw**
- Look at the second syllable. *Pause*. What vowel sound? **/ii/** What syllable? **mill**
- Read the word to yourself. Put your thumb up when you can read it. Be sure it is a real word. *Pause*. What word? **sawmill**
- Repeat Steps 6–8 with the remaining words in Line 1: **jigsaw, causes, seesaw**.

Gradual Release ▲▼

- Now it's your turn to read long words.
- Touch under the first word in Line 2.
- Sound out the word. Put your thumb up when you can read the whole word. *Wait until thumbs are up*. What word? **haunted**
- Repeat Steps 11 and 12 with **awesome, automatic, misinterpret, and astronaut**.

MONITOR AND ADJUST

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

E. PREFIXES AND SUFFIXES

PREFIXES	SUFFIXES
1. <u>return</u> <u>preheat</u>	<u>madness</u> <u>helpless</u>
2. un- dis- re- pre-	-able -ful -ness -less

Expert Tip: The suffix *-ness* creates the noun form in these words: kind → kindness, smooth → smoothness, bright → brightness.

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- Find Activity E. *Pause*.
- You are going to learn **prefixes** and **suffixes**.
- Do **prefixes** come at the beginning or at the end of words? **the beginning**
Do **suffixes** come at the beginning or at the end of words? **the end**
- Find Line 1. *Pause*. Read the words to yourself. Put your thumb up when you can read all of the words. *Wait until thumbs are up*.
- First word. What word? **return** What prefix? **re-**
- Next word. What word? **preheat** What prefix? **pre-**
- Next word. What word? **madness** What suffix? **-ness**
- Last word. What word? **helpless** What suffix? **-less**
- Find Line 2. *Pause*.
- What **prefix?** **un-** What **prefix?** **dis-** What **prefix?** **re-** What **prefix?** **pre-** What **suffix?** **-able** What **suffix?** **-ful** What **suffix?** **-ness** What **suffix?** **-less**

Expert Tip

- Touch under the words **Expert Tip**. *Pause*. Learning the meaning of prefixes and suffixes can help you figure out the meaning of some words.
- Follow along as I read the **Expert Tip**. **The suffix *-ness* creates the noun form in these words.** The noun form is a word for a thing. When you add ***-ness*** to a word, the new word is a...? **noun**
- Touch under the next line. Follow along as I read the examples.
Kind becomes **kindness**.
Smooth becomes **smoothness**.
Bright becomes **brightness**.

14. Read and study the line to yourself. Put your thumb up when you know the words. *Give students time to study the examples.*
15. When you add **-ness** to **kind**, what is the noun?
kindness
When you add **-ness** to **smooth**, what is the noun?
smoothness
When you add **-ness** to **bright**, what is the noun?
brightness
16. When you add **-ness** to a word, the new word is a...?
noun

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, a prefix, or a suffix, say the word or affix and have them repeat it.
- **Firm up** Call on individuals to read a line.

F. WORDS WITH PREFIXES AND SUFFIXES

1. reshape predict unpack disgust
2. endless smoothness bucketful doable
3. recording unteachable presentable refillable

p 33

1. Find Activity F. *Pause.*
2. You are going to read long words with prefixes and suffixes.
3. Touch under the first word in Line 1. Look at the underlined prefix.
What prefix? **re-**
4. Read the word to yourself. Put your thumb up when you can read the word. *Pause. Wait until thumbs are up.*
What word? **reshape**
5. *Repeat Steps 3 and 4 with **predict**, **unpack**, and **disgust**.*
6. Touch under the first word in Line 2. Look at the underlined suffix.
What suffix? **-less**
7. Read the word to yourself. Put your thumb up when you can read the word. *Pause.* What word? **endless**
8. *Repeat Steps 6 and 7 with **smoothness**, **bucketful**, and **doable**.*
9. Touch under the first word in Line 3. Read the word to yourself, carefully pronouncing the prefix and suffix. Put your thumb up when you can read the word.
Pause. What word? **recording**
10. *Repeat Step 9 with **unteachable**, **presentable**, and **refillable**.*

MONITOR AND ADJUST

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

Read Words (cont.)

G. HIGH-FREQUENCY WORDS

1. other another mother brother would could should
2. from some
3. what how good through also

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Key to Irregular Words: Use rhyming words

1. Find Activity G.
2. Find Line 1. Let's practice the first key to reading irregular words: use rhyming words.
3. Touch under the first underlined word. The word is **other**. What word? **other**
If you know **other**, you know the next three rhyming words. What words? **another, mother, brother**
4. Touch under the next underlined word. The word is **would**. What word? **would**
If you know **would**, you know the next two rhyming words. What words? **could, should**

Key to Irregular Words: Make it a real word

5. Find Line 2. You are going to practice making irregular words into real words.
6. Put your finger under the first word. Don't say the word.
7. Listen as I sound out this word: /fff/rrr/ooo/mmm/.
8. Listen to this sentence: I got a card /fff/rrr/ooo/mmm/ you. Is /fff/rrr/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **from** Yes. I got a card **from** you.
9. What is the tricky letter in the word? **o** Yes. Say the real word. **from**
10. Put your finger under the next word. Don't say the word.
11. Listen as I sound out this word: /sss/ooo/mmm/.
12. Listen to this sentence: I have /sss/ooo/mmm/ cards. Is /sss/ooo/mmm/ a real word in this sentence? **no**
What is the real word? **some** Yes. I have **some** cards.
13. What are the tricky letters in the word? **o-final e** Yes. Say the real word. **some**

Key to Irregular Words: Look at the spelling

14. Find Line 3. Let's practice our third key to reading irregular words: look carefully at the spelling of the word.
15. Touch under the first word. This word is **what**. What word? **what** Say, spell, read. **what, w-h-a-t, what**
16. Repeat Step 15 with **how, good, through, and also**.
17. Read all of the irregular words to yourself. Put your thumb up when you can read all of the words. *Wait until all thumbs are up.*
18. Let's read these words again. *Have students reread the words together.* **other, another, mother, brother, would, could, should, from, some, what, how, good, through, also**

MONITOR AND ADJUST

- **Correction** If students mispronounce a word, say the word and have them repeat it.
- **Firm up** Call on individuals to read several words.

Read Sentences

H. SENTENCES

1. My mother went to law school.
2. Would you like to see the rocket launch that has been planned?
3. My pup sprained its paw jumping from the porch.
4. About how long will it take for the other meat to thaw?
5. I will pause the film right before the good part to get another snack.

p 33

1. Find Activity H. 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. **My mother went to law school.***
4. Let's read the sentence together. Begin. **My mother went to law school.**
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. **Would you like to see the rocket launch that has been planned?***
7. Let's read the sentence together. Begin. **Would you like to see the rocket launch that has been planned?**
8. Repeat Steps 5–7 with the remaining sentences.
 - **My pup sprained its paw jumping from the porch.**
 - **About how long will it take for the other meat to thaw?**
 - **I will pause the film right before the good part to get another snack.**

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

I. SPELLING JOURNAL

- | | |
|--|-------------------|
| 1. sprawl | sprawl |
| 2. launch | launch |
| 3. seesaw | seesaw |
| 4. haunted | haunted |
| 5. unpack | unpack |
| 6. smoothness | smoothness |
| 7. refillable | refillable |
| 8. This mishap was preventable. | |

p 240

PREPARATION You will need a board to write on or a display onscreen to provide feedback on each word. Also, each student will need paper to cover words in the previous lessons.

1. Turn to your Spelling Journal on page 240 for spelling dictation. *Wait until students have located the Spelling Journal and Lesson 6. Cover the words in Lessons 4 and 5. Remember, don't write until I ask you to.*

Single-Syllable Words

2. The first word is **sprawl**. What word? **sprawl** Put out five fingers. *Put five fingers in front of you. Touch your fingers and say each sound. /sss/ /p/ /rrrr/ /au/ /lll/*
3. Say the sounds as you write **sprawl**. *Monitor.*
4. Look at your word. Does it look like the word **sprawl**? If not, fix it up.
5. Write **sprawl** on the board or display it onscreen. Spell **sprawl** with me. *Touch under the letters and spell **sprawl**. s-p-r-a-w-l*
6. Check your word. If you misspelled it, cross it out. *Pause.*
7. Now, cover up the word **sprawl** and write it from memory. *Monitor. Check the word.*
8. Repeat Steps 2–7 with the word **launch**.

Multisyllabic Words

9. Your next spelling word is **seesaw**. What word? **seesaw** Tap and say the syllables in **seesaw**. **see-saw**
10. Say the syllables as you write **seesaw**. *Monitor.*
11. Look at your word. Does it look like the word **seesaw**? If not, fix it up.
12. Write **seesaw** on the board or display it onscreen. Spell **seesaw** with me. **s-e-e-s-a-w**
13. Check your word. If you misspelled it, cross it out. *Pause.*

(cont.)

Spell Words (cont.)

14. Now, cover up the word **seesaw** and write it from memory. *Monitor.* Check the word.
15. Repeat Steps 9–14 with the words **haunted**, **unpack**, **smoothness**, and **refillable**.

Sentence

16. Listen. **The mishap was preventable.** Say the sentence. **The mishap was preventable.**
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 it, cross it out and write it correctly over the misspelled word. *Monitor.*
20. Count the number of words that you spelled correctly in Lines 1–7 and write the number after **My Points**.

Read Text

J. DECODABLE INFORMATIVE TEXT

Off to the Moon

Part 1

Teacher Reads Long ago, people knew very few facts about the moon. That changed in 1969, when a rocket helped launch a spacecraft carrying three astronauts to the moon.

People have shown interest in the moon for a long time.

- 11 Some have made up **stories** about the moon. In the past,
 22 some people said they saw the **face** of a man in the moon.
 35 Others would tell the tale of a rabbit on the moon. Still
 47 others would joke that the moon is made of cheese!
 57 Today there are many facts people have about the moon
 67 that they did not have in the past. The moon has no light
 80 of its own. The light we see comes from the sun. The moon
 93 reflects back the sun's light. That light makes the moon seem
 104 to shine bright. There is no wind, rain, or snow on the moon.

p 34

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

- copies of the text for *Fluency Check*

OPTIONAL

- displays of the comprehension questions and answer stems
- Essential Concept materials (**explore**), to teach prior to passage reading

1. Turn to page 34. Find Activity J. This is an **informative** passage. **Informative** passages always have a **topic** and **details** that provide information about the topic. What are two things that informative passages have? *Call on individuals.* The topic of this informative text is the first landing of humans on the moon.
2. Touch the title of the passage. Let's read the title together. **Off to the Moon**
3. Find Part 1 and follow along as I read the introduction.
4. Touch under the first bold word. *Monitor.* This word is **stories**. What word? **stories** Touch under the next bold word. *Monitor.* This word is **face**. What word? **face**

Repeated Reading – Part 1

5. **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.*

6. **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.*
7. **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 the 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

8. *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 answer using the sentence stem. Note: if you downloaded the displays, show the questions and sentence stems.*
- What is one story that people made up about the moon in the past?
 Begin by saying: In the past, one story that people made up about the moon was _____. **In the past, one story that people made up about the moon was (Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese).**

Part 2

Teacher Reads The moon, which orbits (goes around) Earth, is thousands of miles from Earth. It took a powerful rocket to get the spacecraft carrying astronauts Neil Armstrong, Michael Collins, and Edwin "Buzz" Aldrin to the moon.

117 In 1969, three astronauts went to the moon in a
 127 **spacecraft** called *Apollo 11*. *Apollo 11* needed help to get to
 138 the moon. Some of the help came from a *Saturn* rocket. Its
 150 one job was to help *Apollo 11* and the three men reach the
 163 moon. The *Saturn* rocket helped launch *Apollo 11*.

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171 A big tractor called a "crawler" hauled *Apollo 11* and the
 182 *Saturn* rocket to the launch pad. Soon they blasted off. After
 193 a short time passed, a part of the *Saturn* rocket came off.
 205 That part of the *Saturn* rocket did not go to the moon with
 218 *Apollo 11*. This was the first step in the plan to get *Apollo 11*
 232 to the moon. Then another part of the *Saturn* rocket blasted
 243 off and sent *Apollo 11* speeding to the moon. *Apollo 11* had
 255 to get close to the moon and into the moon's orbit.

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9. Find Part 2 and follow along as I read the introduction.
 10. Touch under the bold word. *Monitor*. This word is **spacecraft**. What word? **spacecraft**

Repeated Reading – Part 2

11. **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.*
12. **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.*
13. **Third Read:** *Select the best option for your group: Partner Reading or Individual Turns.*

Comprehension – Part 2

14. *For each of the following items, repeat Step 8.*
- What important event happened in 1969?
 Begin by saying: In 1969, _____. **In 1969, three astronauts went to the moon in a spacecraft called *Apollo 11*.**
 - What was the job of the "crawler"?
 Begin by saying: The job of the "crawler" was to _____. **The job of the "crawler" was to haul *Apollo 11* and the *Saturn* rocket to the launch pad.**
 - What happened to the parts of the *Saturn* rocket?
 Begin by saying: The parts of the *Saturn* rocket _____. **The parts of the *Saturn* rocket came off after they helped launch *Apollo 11*.**

(cont.)

Read Text (cont.)

Part 3

Teacher Reads History was about to be made. The astronauts were in the part of *Apollo 11* called the command module. To get on the surface of the moon, they needed to use a different part of *Apollo 11* called the lunar module, a small craft that would separate from *Apollo 11*.

266 When the three astronauts got close to the moon, part
276 of *Apollo 11* stayed in orbit with one astronaut inside. The
287 other astronauts got into another craft. They landed this
296 craft on the moon. They were amazed by what they saw,
307 but they had jobs to do, such as finding some rocks to take
320 home and taking many snapshots of the moon. When they
330 lifted off from the moon, they needed to make the load
341 lighter. They had to leave some things on the moon, such as
353 backpacks and boots. Then they went back to the other part
364 of *Apollo 11* still in orbit.

370 *Apollo 11* left the moon's orbit and started the long
380 trip home. All went well on the return trip, and *Apollo 11*
392 splashed down in the water as planned.

399 This trip in 1969 was the first time that people landed
410 on the moon. It was the start of a thrilling time for trips
423 to space! [Learn More](#)
425

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- Find Part 3 and follow along as I read the introduction.
- Touch under the bold word. *Monitor*. This word is **space**. What word? **space**

Repeated Reading – Part 3

- First Read:** Read Part 3 carefully to yourself. Put your thumb up when you have read it. Then go back and reread Part 3 until I say stop. *Wait until all thumbs are up.*
- 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.*
- Third Read:** *Select the best option for your group, Partner Reading or Individual Turns.*

Comprehension – Part 3

- For each of the following items, repeat Step 8.
 - What happened when the astronauts got close to the moon?
Begin by saying: When the astronauts got close to the moon _____. **When the astronauts got close to the moon, (Answers will vary: one stayed in orbit in part of *Apollo 11*; two got in another craft to land on the moon).**

- What work did the astronauts have to do on the moon?
Begin by saying: On the moon, the astronauts had to _____. **On the moon, the astronauts had to (Answers will vary: find rocks to take home; take many snapshots of the moon).**
- Why was the trip to the moon important?
Begin by saying: The trip to the moon was important because _____. **The trip to the moon was important because (Answers will vary: it was the first time people landed on the moon; it was the beginning of a thrilling time for trips to space).**

- 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 1



Part 2



Part 3 p 35

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

[Learn More](#)

On their moon journey, the three astronauts had about 70 food items from which to choose. Some of the food was freeze-dried (needing water added) and some was in the form of wetpacks (no water needed). Spaghetti, shrimp, and brownies were among the food items packed onboard.

Fluency Check

- Select individual students to read aloud to you. Use the downloaded text copy and follow the steps on page 35. After reading, have students graph Correct Words Per Minute on their Reading Fluency Graph. Have students set 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

K. TEXT COMPREHENSION

Independent Practice

K. 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. **WHAT** stories did people make up about the moon in the past? **Answers will vary: a man in the moon; a rabbit on the moon; the moon being made of cheese**
People made up stories about _____.
2. **WHAT** is one fact about the moon that people understand today? **Answers will vary: the moon has no light of its own; the moon reflects the sun's light; there is no wind, rain, or snow on the moon**
One fact about the moon is _____.

► Part 2

3. **WHAT** important event happened in 1969? **three astronauts went to the moon in a spacecraft called Apollo 11**
In 1969, _____.
4. **WHAT** was the job of the “crawler”? **haul Apollo 11 and the Saturn rocket to the launch pad**
The job of the “crawler” was to _____.
5. **WHAT** happened to the parts of the Saturn rocket? **came off after they helped launch Apollo 11**
The parts of the Saturn rocket _____.

► Part 3

6. **WHAT** happened when the astronauts got close to the moon? **Answers will vary: one stayed in orbit in part of Apollo 11; two got in another craft to land on the moon**
When they got close, _____.
7. **WHAT** work did the astronauts have to do on the moon? **Answers will vary: find rocks to take home; take many snapshots of the moon**
On the moon, the astronauts had to _____.
8. **WHY** was the trip to the moon important? **Answers will vary: it was the first time people landed on the moon; it was the start of a thrilling time for trips to space**
The trip was important because _____.

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General Directions for Independent Activities K, 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. Have students correct any errors.
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.

L.-M. MORE PRACTICE

Lesson 6

L. More Practice • Activity 1 Fill in each blank with the best word.

1. People hope the rocket will **launch** Thursday afternoon.
launch pause author
2. Janis drank the milk with a **straw**.
lawn straw jaw
3. Keenen will **haul** the fish in with a net.
autumn fraud haul
4. When Jim's car ran off the road in the storm, it was not his **fault**.
exhaust author fault
5. When Laine woke up from her nap, I saw her **yawn**.
crawl yawn claw
6. That big bird perched on the roof may be a **hawk**.
hawk draw flaw

M. More Practice • Activity 2 Fill in each blank with the best word.

1. If you take all the things from a box, you **unpack** the box.
unsnap untwist unpack
2. If something can harm you, it is **harmful**.
harmful bucketful painful
3. If you do not have light, there is **darkness**.
darkness freshness smoothness
4. If you make the shape of something different, you **reshape** it.
report return reshape
5. If you plan so that something cannot happen, it is **preventable**.
fixable portable preventable

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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. After each page is completed, have students count the number of correct items on the page and record the number after the page's **My Points**.
4. Have students correct any errors after the feedback has been given.

Check-Up

PREPARATION

Access the **Teacher Toolbox** to:

1. Duplicate the **Unit 2 Check-Up Form** for each student.
2. Duplicate the **Unit 2 Teacher Recording Form** for each student.
3. Select and introduce independent assignments to be completed while you meet with individual students.

MATERIALS

Student: paper, pencil, **Unit 2 Check-Up Form, Reading Fluency Graph** (in Student Book)

Teacher: board or display onscreen, correcting pen or pencil, **Unit 2 Teacher Recording Form** for each student, timing device

A. SPELLING

1. **crawl** 2. **launch** 3. **August** 4. **seesaw** 5. **drawback**

Procedure

1. Have students number their paper 1–5.
2. Say the word. Have students repeat the word.
3. Say the word in a sentence. Repeat the word. Have students repeat the word.
4. Have students write the word.
5. Repeat procedure for remaining words.

Feedback and Scoring (After all five words have been dictated, give feedback on each word.)

1. Write the word on the board or display it onscreen.
2. For multisyllabic words, loop under the word, indicating word parts.
3. Have students compare their spelling of the word with the displayed word.
4. If any portion of the word is incorrect, have students rewrite the word after the misspelled word.
5. At the end of the line, have students record a 2 (2 correct word parts) or 1 (1 correct word part).
6. Collect spelling pages. Record the data on the **Unit 2 Teacher Recording Form** for each student, for when you meet with individual students.

B. WORD READING

Note: The remaining activities in the Unit Check-Up are to be administered to each student individually.

- **Group size of 5 students or less** Administer the activities as directed.
- **Group size of more than 5 students** Choose the option that best fits your needs and resources.
 - Coordinate to have an additional staff member assist with administration.
 - Administer **B. Word Reading** individually now and **C. Passage Reading Fluency** at a later time over the following day.
 - Administer **B. Word Reading** individually now and **C. Passage Reading Fluency** only for students you have particular concerns about.

New Words

draw fault yawn crawl pause

Multisyllabic Challenge Words

seesaw author applause haunted awesome

High-Frequency Words

from some would there what

Words with Prefixes and Suffixes

endless pretend freshness prepay refill

Procedure

1. Select a private place within the classroom and call students to sit with you one at a time.
2. Place the **Unit 2 Check-Up Form** in front of student and give this directive: Please carefully read these words aloud.
3. If student does not read the word within three seconds, ask student to read the next word and mark the word as incorrect.
4. On the **Unit 2 Teacher Recording Form**, cross out incorrect words.

Scoring

On the **Unit 2 Teacher Recording Form**, record the number of correct words per line and the total number of words read correctly.

C. PASSAGE READING FLUENCY

The Soccer Game

10 Aubree was the goalkeeper for her **soccer** team. She kept
 11 trying to **focus** during the game. But when the ball was not
 12 close to her, she felt bored. She yawned. Aubree looked up and
 13 saw a big hawk. Now Aubree's coach was yelling. The other
 14 team was in front of Aubree's net! A girl kicked the ball past
 15 Aubree into the net. Goal!

16 Aubree could not make another awful mistake. If her team
 17 lost, it would be her fault. Now the other team was back at the
 18 far end of the field. Looking up, Aubree saw the hawk. It had a
 19 frog in its claws. Awesome!

20 Aubree's teammates were yelling because the other team was
 21 running, kicking the ball her way. The girl with the ball paused.
 22 Then she launched the ball at the net. Aubree sprawled to her
 23 right and blocked the ball. No goal! Aubree and her team got
 24 the win!

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Procedure

1. Point to the passage title on the **Unit 2 Check-Up Form**.
Say: Let's read the title together. **The Soccer Game**
2. Introduce bold words, pointing to each: This word is **soccer**. What word? **soccer** This word is **focus**. What word? **focus**
3. Point to passage and give this directive: Please read this passage as quickly and carefully as possible. *Time student for one minute. When one minute is complete, ask student to stop.*
4. Record data on the **Unit 2 Teacher Recording Form** as student reads.
 - a. Underline all mispronunciations (errors).
 - b. If student corrects a mispronunciation within one second, give credit for the word.
 - c. If student reverses the order of words, both words are errors.
 - d. Cross out words that are omitted. They will not be counted.
 - e. Write in all additions. However, these will not be counted.

Scoring

1. Determine Fluency (number of Correct Words per Minute) by subtracting errors from number of words read.
2. Determine Accuracy (percentage of words read correctly) by dividing number of correct words by total words read. Use Accuracy to determine points awarded. Record points on the **Unit 2 Teacher Recording Form**.

Feedback to Individual Student

Have student turn to the Reading Fluency Graph in his/her Student Book. Assist student in graphing Correct Words Per Minute.

D. TEXT COMPREHENSION

1. **WHO** is the story about?

The story is about **Aubree**

2. **WHAT** was Aubree's problem?

Aubree's problem was **she did not focus on the game**

3. **WHAT** made Aubree stop looking at the game?

What made Aubree stop looking at the game was **a big hawk that later had a frog in its claws**

4. **WHAT** happened at the end of the story?

At the end of the story, **Answers will vary: Aubree blocked the ball from going in the net; Aubree's team won the game**

Procedure

1. After student has read aloud from the passage, have student return to his/her desk, reread the passage, and complete the questions independently.

Scoring

Review student's answers and record a score from 0 to 8 (2 points per answer) on student's **Unit 2 Teacher Recording Form**.

E. NEXT STEPS

1. Add up point totals for Activities A–D.
2. Record total Check-Up points in the last box on the **Unit 2 Teacher Recording Form**.
3. See the Unit 1 Check-Up for details on analyzing student scores and determining next steps for instruction.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6
New Words					
food	moon	room	yawn	fault	law
soon	cool	stool	fraud	straw	choose
feed	show	loose	hawk	stool	pause
flirt	noon	root	haul	dream	lawn
broom	sheet	steal	float	drawn	thaw
flow	tool	roof	draw	vault	sprawl
spoon	shoot	booth	spool	claw	sprain
brain	moose	mood	crawl	freed	jaw
smooth	boast	beach	cool	shawl	jar
choose	boost	hoop	lawn	flow	paw
sport	moan	lease	loan	flaw	throw
tooth	snooze	bloom	cause	flee	launch
Challenge Words					
monsoon	moonlit	dustproof	exhaust	applause	launder
raccoon	noontime	mushroom	lawyer	coleslaw	sawmill
moonlight	whirlpool	loosen	author	withdrawn	jigsaw
cartoon	moonbeam	foolish	August	sawdust	causes
harpoon	homeroom	tattoo	igloo	drawback	seesaw
toothbrush	hailstorm	boosters	pauper	autumn	haunted
teaspoon	increase	supporters	drawing	sweepstakes	awesome
shampoo	herbivore	important	lawnmower	wayside	automatic
scooter	carnivore	elect	imperfect	bridegroom	misinterpret
afternoon	omnivore	candidate	advertise	entertainment	astronaut
High-Frequency Words					
all	all	all	other	other	other
call	tall	call	another	another	another
hall	ball	hall	mother	brother	mother
ball	fall	ball	brother	mother	would
tall	call	where	some	where	could
now	where	there	come	there	should
how	there	now	find	what	from
some	been	how	want	put	some
many	many	want	people	animals	what
because	one	put	who	care	how
your	through	about	your	because	good
who	also	also	were	why	through
through	about	were	about	one	also
also	were	through			
about	because				

LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11	LESSON 12
New Words					
boil	join	coil	new	chew	flew
boy	jail	coat	noise	paw	paws
point	toy	soy	grew	threw	blew
paint	tea	toy	grain	crew	new
Roy	spoil	paints	chew	join	chew
pawn	toil	points	stew	blew	proof
joy	maul	fail	news	grew	news
soil	Floyd	foil	fee	brew	stream
goose	spool	pawn	dew	shown	drew
coin	moist	toil	drawn	joy	threw
cool	crawl	tool	drew	crawl	strewn
noise	Troy	poise	flew	drew	joys
Challenge Words					
turmoil	soybean	enjoy	newsstand	sewer	newsprint
employ	exclaims	ointment	curfew	cashew	Lewis
enjoy	annoy	poison	newscast	unscrew	crewcut
destroy	loiter	convoy	jewel	mildew	dewdrop
pinpoint	exploit	broiler	pewter	newborn	proofread
poison	toyshop	destroyer	newspaper	withdrew	August
avoid	charcoal	embroider	screwdriver	crewmate	frustrate
oyster	topsoil	disappoint	newsletter	seaplane	classmates
appointment	employee	enjoyment	subscribe	jeweler	newsletter
employment	employer	joylessness	storekeeper	authorize	appointment
High-Frequency Words					
old	old	old	find	find	find
cold	fold	cold	mind	mind	mind
told	cold	sold	kind	kind	kind
gold	told	fold	could	told	walk
sold	hold	told	would	cold	talk
other	could	other	should	fold	would
another	would	brother	work	again	could
come	should	work	from	done	warm
been	give	many	because	through	done
animals	find	how	your	animals	machine
people	what	what	told	over	hour
now	from	were	over	who	over
many	want	good	again	your	through
there	another	give			another
why	about	through			
	were				

LESSON 13	LESSON 14	LESSON 15	LESSON 16	LESSON 17	LESSON 18
New Words					
out	our	sprout	knot	phone	know
point	oil	coach	wreck	quest	phone
round	sound	couch	quit	phase	wrench
shawl	cloud	sprawl	knight	quiz	quit
cloud	claw	trout	phone	math	knife
loose	south	mouth	knob	wring	wrung
house	ground	haul	graph	phrase	wrist
blew	mouse	grouch	knife	quake	thick
shout	scoot	spout	wrote	quote	quick
proud	moist	ouch	kneel	quite	knew
blouse	scout	threw	quilt	write	phase
blown	hound	flour	wrap	knit	knelt
Challenge Words					
counter	without	outgrew	dolphin	gopher	sulphur
thousand	playground	dismount	wrapper	knapsack	playwright
surround	birdhouse	farmhouse	jackknife	quiver	unknown
countless	outside	account	shipwreck	orphan	liquid
southwest	cloudless	countless	knapsack	shipwreck	knuckle
doghouse	discount	houseboat	knothole	knockout	phantom
outburst	thundercloud	counselor	vanquish	banquet	writer
trousers	underground	outstanding	kneecap	wrinkle	tranquil
outspoken	southwestern	counterclockwise	underline	emphasis	squirrel
encounter	fellowship	attachment	handwritten	equipment	customers
High-Frequency Words					
walk	walk	walk	give	give	give
talk	talk	talk	live	live	live
there	there	there	now	now	now
where	where	where	how	how	how
kind	other	all	could	could	all
mind	mother	tall	would	would	call
woman	warm	women	should	should	other
again	word	done	woman	women	mother
machine	even	over	word	both	only
hour	why	learn	two	father	father
good	over	machine	sure	don't	hold
enough	many	minute	another	two	two
even	enough	enough	minute	even	sure
because		hour	don't	sure	women
				come	minute
					don't

LESSON 19	LESSON 20	LESSON 21	LESSON 22	LESSON 23	LESSON 24
New Words					
dodge	ridge	hitch	cell	force	prance
catch	pitch	bridge	glance	mice	curb
edge	phone	switch	scope	cause	couch
sketch	know	math	cone	cinch	cliff
judge	grudge	nudge	voice	place	cents
snatch	quote	Mitch	twice	crow	prince
pitch	fudge	ditch	clip	since	space
chase	hatch	blotch	space	cape	crew
patch	badge	budge	cinch	fence	lace
itch	match	scratch	slice	cease	cool
lodge	wedge	swish	came	crawl	nice
lock	path	latch	cent	price	Rick
Challenge Words					
catcher	rematch	sketchpad	circle	pencil	citrus
hodgepodge	pitchfork	drawbridge	canteen	center	faucet
pitcher	misjudge	stretcher	blockade	embrace	civil
outstretch	phonics	ketchup	absence	cement	census
hatchet	latchet	begrudge	spacecraft	cartwheel	boycott
hitchhike	knowledge	switchover	asteroid	kneecap	moisten
patchwork	watchdog	matchstick	electric	demonstrate	playwright
kitchen	collectors	cartridge	equipment	committee	counters
underneath	autograph	exhibit			
referee	electronic	integrate			
High-Frequency Words					
would	by	by	all	other	old
could	my	try	call	another	cold
should	try	cry	ball	mother	told
there	cry	my	hall	some	could
where	dry	dry	some	come	should
four	give	now	come	give	would
most	live	how	other	live	walk
only	four	any	mother	any	talk
been	move	most	brother	move	work
how	their	their	give	learn	word
were	through	through	both	every	almost
want	most	does	talk	among	one
does	about	among	learn	their	heard
	only	four	through	talk	live
	does	learn	their	heard	every
			every		

LESSON 25	LESSON 26	LESSON 27	LESSON 28	LESSON 29	LESSON 30
New Words					
cringe	germ	surge	owl	frown	flower
cage	stage	grown	blown	brow	crow
gee	gem	gist	gowns	show	know
gent	age	green	flown	growl	crown
glee	glad	pages	plow	slow	town
merge	urge	gash	crowd	flow	owls
gust	large	bulge	howl	growth	grow
page	goose	glee	show	bowl	flow
strange	grew	rage	snow	cows	known
change	drug	stage	down	shown	gown
gate	Gene	merge	towns	brown	glow
gist	sponge	hinge	flow	chow	grown
Challenge Words					
margin	ginger	drugstore	showtime	snowdrift	window
gently	disgust	danger	grownup	downstream	rowboat
cabbage	target	gateway	owner	snowplow	nightgown
percent	gentleman	carpool	chowder	homeowner	penthouse
teenage	greenhouse	giraffe	downtown	blowtorch	outgrown
sausage	stagecoach	urgent	crowbar	fellowship	sunflower
German	Pacific	Congress	sundown	ownership	pillowcase
grapevine	gingersnap	autograph	somehow	townsman	ancestors
High-Frequency Words					
find	walk	give	some	some	some
mind	talk	live	something	somewhere	somehow
kind	there	now	somehow	sometime	somewhere
by	where	how	sometime	something	sometime
why	should	other	somewhere	somewhere	someday
my	could	mother	though	don't	because
try	would	brother	woman	friend	another
father	thought	almost	thought	though	most
from	heard	mind	enough	heard	learn
friend	almost	years	were	again	sure
years	any	thought	hour	among	only
almost	care	who	work	two	every
even	friend	many		almost	through
heard	years	friend			
through	over	through			
every					

LESSON 31	LESSON 32	LESSON 33	LESSON 34	LESSON 35	LESSON 36
New Words					
foot	hood	smooth	scream	head	deaf
shook	pool	hoop	death	teach	heap
spoon	broom	cool	reach	preach	clean
bloom	took	wool	steal	wheat	feast
fool	drool	brook	meant	dread	dreamt
hook	soon	roots	cream	steam	plead
look	gloom	bloom	spread	breath	yeast
spool	good	wood	meal	cheap	peach
mood	stool	zoom	seat	meat	cease
cook	brook	loons	dream	beach	bleach
soot	boost	troops	sweat	dealt	spread
room	moose	tooth	team	team	bleak
Challenge Words					
woodpile	cookbook	woodshed	weather	feather	pheasant
football	ballroom	toothbrush	heavy	leather	spreader
scooter	footprint	igloo	headlight	instead	sweater
wooden	footrest	footpath	homestead	meadow	gingerbread
teaspoon	woodcraft	mistook	widespread	pleasant	headdress
moonlight	raccoon	homeroom	peanut	weapon	letterhead
fishhook	cartoon	woodwork	mealtime	increase	seasick
mushroom	membership	loosen	sunbeam	cheaper	leaflet
bookkeeper	understood	undertook	seafood	meantime	preacher
woodpecker	establish	woodpecker	leadership	teacher	seacoast
High-Frequency Words					
any	any	any	all (al)	all (al)	all (al)
anything	anyone	anywhere	also	although	also
anyone	anywhere	anything	although	almost	although
anyhow	anything	anytime	always	always	almost
anywhere	anyway	anyone	almost	also	always
thought	friend	your	who	already	altogether
only	why	again	throughout	woman	many
enough	almost	though	every	over	because
other	four	years	again	don't	where
does	enough	thought	want	warm	though
from	learn	women	many	even	most
who	two	does	only	what	give
warm	live	their	from	from	their
				again	there

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 T439–T441). Also, make a copy of the **Recording Form** to collect test data for each student (pages T442–T444).

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 T445).
8. All student data can be summarized on a copy of the **Group Record** (page T446) 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**

mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap	helmet	rustic	fossil	

SUBTEST B

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



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*

mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap ²	helmet ²	rustic ²	fossil ²	

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 ²	invent ²	contest ²	unpack ²	

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



Level B

Student Name _____

Date _____

SUBTEST C*Lessons 1-12*

grain	beach	faint	treat	spray
groan	slight	boast	screen	glow
seaweed²	oatmeal²	highway²	rainbow²	

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

shame	slap	globe	slide	skate
drive	robe	rob	pine	code
nineteen²	reptile²	explode²	landscape²	

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

scarf	clerk	torch	chirp	blurt
chore	marsh	verse	thorn	whirl
harvest²	surplus²	confirm²	border²	

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



Level C

Student Name _____

Date _____

SUBTEST F

Lessons 1-12

booth	spoil	chew	launch	employ²
shampoo²	turmoil²	oyster²	exhaust²	
unleash²	discard²	expand²	grateful²	
affordable²	extinction³	remarkable³		

If the student correctly reads 24 parts, continue with **Subtest G** _____/30 _____%

SUBTEST G

Lessons 13-21

blouse	knight	phase	sketch	quote
surround²	orphan²	stretcher²	banquet²	
contain²	needle²	protect²	sharpest²	
completely³	connection³	glamorous³		

If the student correctly reads 24 parts, continue with **Subtest H** _____/30 _____%

SUBTEST H

Lessons 22-36

percent²	replace²	ginger²	teaspoon²	pleasant²
urgent²	widespread²	margin²		
understood²	marshmallow²	leadership²		
progressive³	concealment³	astonishingly⁵		

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		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
1-4	a (ran)	/aaa/	approx.	approx.	no	no	approx.	approx.	yes	no	yes	yes
	i (sit)	/iii/	approx.	no	approx.	no	no	no	yes	no	no	no
5-7	o (mop)	/ooo/	approx.	approx.	approx.	approx.	yes	yes	no	no	yes	no
8-10	u (rug)	/uuu/	approx.	no	no	no	approx.	no	yes	no	no	no
11-13	e (net)	/eee/	yes	yes	yes	yes	yes	yes	no	no	yes	no
14-16	ss (miss)	/sss/	yes	no	yes	no	no	no	yes	no	no	no
	ll (hill)	/lll/	yes	no	yes	no	no	no	yes	no	no	no
	ff (off)	/fff/	yes	no	yes	no	yes	no	yes	no	no	no
	zz (jazz)	/zzz/	no	no	no	no	no	no	yes	no	no	no
17-19	ck (rock)	/k/	yes	no	yes	no	yes	no	yes	no	no	no
	th (path)	/th/	no	no	no	no	no	no	yes	no	no	no
	sh (dish)	/sh/	no	no	no	no	no	no	yes	no	no	no
20-23	st (nest)	/sss/t/	no	no	no	no	no	no	no	no	no	no
	sk (task)	/sss/k/	no	no	no	no	no	no	no	no	no	no
	nd (send)	/nnn/d/	no	no	no	no	no	no	no	no	no	no
	nt (sent)	/nnn/t/	no	no	no	no	no	no	no	no	no	no
	mp (lamp)	/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	ch (chin)	/ch/	yes	yes	no	no	approx.	approx.	no	no	yes	yes
	wh (when)	/wh/	no	no	yes	no	no	no	yes	no	yes	no
	th (that)	/th/	no	no	no	no	no	no	yes	no	no	no
	sh (dish)	/sh/	no	no	no	no	no	no	yes	no	no	no
27-30	cl (clam)	/k/lll/	yes	yes	no	no	no	no	yes	no	yes	yes
	fl (fled)	/fff/lll/	yes	yes	no	no	no	no	yes	no	yes	yes
	gl (Glen)	/g/lll/	yes	yes	no	no	no	no	no	no	yes	yes
	br (bran)	/b/rrr/	yes	yes	no	no	no	no	yes	no	approx.	approx.
	cr (crop)	/k/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	dr (drip)	/d/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	fr (Fred)	/fff/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	gr (grin)	/g/rrr/	yes	yes	no	no	no	no	no	no	approx.	approx.
	sp (sped)	/sss/p/	no	no	no	no	no	no	no	no	no	no
	sl (sled)	/sss/lll/	no	no	no	no	no	no	no	no	no	no
	sn (snap)	/sss/nnn/	no	no	no	no	no	no	no	no	no	no
	st (stop)	/sss/t/	no	no	no	no	no	no	no	no	no	no
tw (twig)	/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	ai (rain)	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
	ay (play)	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
4-6	ee (feed)	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
	ea (leaf)	/ēēē/	yes	no	approx.	no	approx.	no	approx.	no	approx.	no
7-9	oa (coat)	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
	ow (snow)	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
10-12	igh (light)	/īīī/	yes	no	approx.	no	approx.	no	yes	no	yes	no
13-16	a (rake)	/āāā/	yes	no	yes	no	approx.	no	no	no	yes	no
17-20	i (five)	/īīī/	yes	no	approx.	no	approx.	no	yes	no	yes	no
	o (joke)	/ōōō/	yes	no	yes	no	approx.	no	no	no	approx.	no
21-23	ar (car)	/ar/	no	no	no	no	no	no	no	no.	no	no
24-26	er (fern)	/er/	no	no	no	no	no	no	no	no	no	no
27-29	or (corn)	/or/	no	no	no	no	no	no	no	no	no	no
30-22	ir (bird)	/er/	no	no	no	no	no	no	no	no	no	no
	ur (turn)	/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	oo (moon)	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no
4-6	aw (saw)	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
	au (fault)	/au/	approx.	no	approx.	no	yes	no	no	no	no	no
7-9	oi (oil)	/oi/	yes	yes	no	no	approx.	approx.	no	no	no	no
	oy (joy)	/oi/	yes	yes	no	no	approx.	no	no	no	no	no
10-12	ew (new)	/oo/	approx.	no	approx.	no	approx.	no	yes	no	yes	no
13-15	ou (loud)	/ou/	approx.	no	yes	no	yes	no	yes	no	approx.	no
16-18	kn (know)	/nnn/	yes	no	yes	no	yes	no	yes	no	no	no
	ph (phone)	/fff/	yes	no	yes	no	yes	no	yes	no	yes	no
	qu (quack)	/qu/	yes	no	approx.	no	no	no	no	no	no	no
	wr (write)	/rrr/	yes	no	yes	no	yes	no	yes	no	no	no
19-21	tch (match)	/ch/	yes	no	no	no	yes	no	no	no	yes	no
	dge (bridge)	/j/	no	no	no	no	approx.	no	yes	no	no	no
22-24	c (cell)	/sss/	yes	yes	no	no	yes	no	yes	no.	approx.	no
25-27	g (cage)	/j/	no	no	no	no	approx.	no	yes	no	no	no
28-30	ow (down)	/ou/	approx.	no	yes	no	yes	no	yes	no	approx.	no
31-33	oo (shook)	/oo/	approx.	no	no	no	approx.	no	yes	no	no	no
34-36	ea (thread)	/eee/	yes	no	yes	no	yes	no	no	no	yes	no

Introduction of Letter/Sound Associations				Single-Syllable Words		Multisyllabic Words		High-Frequency Words
Lesson	Letter(s)	Sound	Key Word(s)	Word Type	Examples	Syllable Type	Examples	
1-4	a	/āāā/	ra <u>n</u>	VC and CVC words with /āāā/	am ma <u>n</u>	a and i	ad <u>mit</u> cab <u>in</u>	to, on, the, with, my, little, and, school, he, her, we, water, people, are, have, see, was, no, go
	i	/īīī/	si <u>t</u>	VC and CVC words with /īīī/	in fi <u>t</u>			
5-7	o	/ōōō/	mo <u>p</u>	VC and CVC words with /ōōō/	o <u>n</u> fo <u>x</u>	o and known vowels a and i	can <u>not</u> ton <u>sil</u>	after, from, you, of, some, put
8-10	u	/ūūū/	ru <u>g</u>	VC and CVC words with /ūūū/	u <u>p</u> su <u>n</u>	u and known vowels a, i, and o	mu <u>ffin</u> su <u>ntan</u>	they, very, she, went, saw, into
11-13	e	/ēēē/	ne <u>t</u>	VC and CVC words with /ēēē/	Ed re <u>d</u>	e and known vowels a, i, o, and u	u <u>pset</u> he <u>ctic</u>	look, down, where, children, said
14-16	ss ll ff zz	/sss/ /lll/ /fff/ /zzz/	lo <u>ss</u> se <u>ll</u> hu <u>ff</u> bu <u>zz</u>	VCC and CVCC words ending with the double consonants ss, ll, ff, and zz	pa <u>ss</u> wi <u>ll</u> pu <u>ff</u> ja <u>zz</u>	double consonants and known vowels	hi <u>lltop</u> un <u>less</u>	play, be
17-19	ck th sh	/k/ /th/ /sh/	ro <u>ck</u> pa <u>th</u> di <u>sh</u>	CVCC words ending with the consonants digraphs ck, th, and sh	pa <u>ck</u> ba <u>th</u> fi <u>sh</u>	ck, th, and sh and known vowels	ra <u>cket</u> ba <u>th</u> tub di <u>sh</u> rag	for, long, work
20-23	st sk nd nt mp	/sss/t/ /sss/k/ /nnn/d/ /nnn/t/ /mmm/p/	ne <u>st</u> ta <u>sk</u> se <u>nd</u> se <u>nt</u> la <u>mp</u>	CVCC words ending with the consonants blends st, sk, nd, nt, and mp	fa <u>st</u> ma <u>sk</u> le <u>nd</u> hi <u>nt</u> lu <u>mp</u>	consonants blends and known vowels	co <u>n</u> te <u>s</u> t sa <u>n</u> db <u>ox</u> in <u>ve</u> nt	Review of words taught in previous lessons
24-26	ch wh th sh	/ch/ /wh/ /th/ /sh/	ch <u>in</u> wh <u>en</u> th <u>at</u> sh <u>op</u>	CVCC words beginning with the consonants digraphs ch, wh, th, and sh	ch <u>op</u> wh <u>iz</u> th <u>ud</u> sh <u>ed</u>	ch, wh, th, and sh and known vowels	ch <u>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 backdr <u>op</u> fr <u>an</u> tic bobsl <u>ed</u> 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	
1-3	ai ay	/āā/ /āā/	rain day	Words with ai and ay	fail pain play hay	ai and ay	raindrop maintain railway crayon	Words with -ed ending	mailed painted missed	were, you, of, said, have, after, from, because, people, they, are, look, was, some, how, have, my, put, saw, there
4-6	ee ea	/ēē/ /ēē/	tree leaf	Words with ee and ea	beets sheep beach lean	ee and ea	freeway indeed sunbeam seaweed	Words with -ed ending	needed peeled reached	things, little, water, into, come, down
7-9	oa ow	/ōō/ /ōō/	coat snow	Words with oa and ow	coach toast flow bowl	oa and ow	oatmeal rowboat window snowman	Words with both -ed and -ing endings	floated floating snowed snowing	all, work, school, been, who
10-12	igh	/īī/	light	Words with igh	night sigh	igh	highway stoplight	Words with both -ed and -ing endings	stayed staying crossed crossing	do, use, what, where, very, your
13-16	a_e	/āā/	rake	CVCe words with a	sale grape	CVCe with a	gateway inhale	Words with 1 or 2 medial consonants and -ing ending	trading mapping	long, song, strong, my, by, why, cry, dry
17-20	i_e o_e	/īī/ /ōō/	five joke	CVCe words with i and o	white time vote nose	CVCe with i and o	nineteen reptile explode backbone	Words with 1 or 2 medial consonants and -ing ending	smiling sitting hoping jogging	try, to, fly
21-23	ar	/ar/	car	Words with ar	smart farm	ar	artist market	Words with -ed and -ing endings		would, should, could
24-26	er	/er/	fern	Words with er	term herd	er	perfect yesterday	Words with -er ending	trainer starter	she, he, me, be, we
27-29	or	/or/	corn	Words with or	sport horse	or	forget important	Words with -ed, -ing and -er endings		other, another, mother
30-32	ir ur	/er/ /er/	bird curve	Words with ir and ur	first girl churn hurt	ir and ur	birthday thirteen further hamburger	Words with -ed, -ing and -er endings		Review of words taught in previous lessons

Level C Scope and Sequence

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

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

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

automaticity the ability to decode words automatically and correctly

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

word recognition the ability to recognize words instantly

