Phonics
Plug-In ONE™

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Phonics Plug-In SERIES

SCOPE & SEQUENCE

Readsters' **Phonics Plug-In** series teaches beginning and struggling readers to decode accurately and fluently.
- Sets 1–3 teach accurate decoding with short vowels (beginning phonics).
- Sets 4–6 teach accurate decoding with r-controlled, long, and other vowel patterns (advanced phonics).

BEGINNING PHONICS	Phonics **Plug-In** ONE	Phonics **Plug-In** TWO	Phonics **Plug-In** THREE
PHONICS	Short vowels: • 1-syllable real • 1-syllable nonsense • digraphs • 2-syllable words – no schwa • f, l, s doubled at end • 3 spellings for /k/ • 2 spellings for /w/	Short vowels: • suffixes -s, -es, -ing, -er, -est • trigraphs -tch & -dge • schwa in 2-syllable words • 2-sound consonant blends • y spells long e, /ē/, at the end of a multi-syllable word • spelling patterns all, ing, ink	Short vowels: • suffix -ed • 1-1-1 doubling rule for vowel suffixes • spelling patterns -ang, -ong, -ung, -ank, -onk, & -unk • 3-sound consonant blends • 3-syllable words & schwa R-controlled vowels: • ar spelling /ar/ & or spelling /or/
HIGH FREQUENCY WORDS (FROM DOLCH 220 LIST)	• 36 irregularly spelled words • 47 decodable words	• 22 irregularly spelled words • 25 decodable words	• 20 irregularly spelled words • 4 decodable words
PHONEMIC AWARENESS*	• count, segment, & blend syllables • first & last syllables vs. first & last sounds • segment & blend w/ 2–4 sounds • chain 2–3 sound words w/ substitutions • identify first & last sound • identify & label short & long vowel sounds in spoken words	• blend & segment w/2–5 sounds • identify and label r-controlled and "other" vowel sounds (/ou/, /oi/, /o͞o/, /o͝o/) in words • chain 2–3 sound words w/ substitutions, deletion, addition	Review: • segment w/2–5 sounds • identify and label all vowel sounds in words • chain 2–3 sound words w/ substitutions, deletion, addition

* Phonological Awareness is included in Phonics Plug-In ONE.

ADVANCED PHONICS	Phonics **Plug-In** FOUR	Phonics **Plug-In** FIVE	Phonics **Plug-In** SIX

PHONICS	Short, r-controlled, long vowels:
	• /er/ spelled er, ir, ur, ear
	• consonant-le w/ closed syllables
	• other spellings of /uhl/
	• long vowels spelled w/ 1 vowel letter (open syllables)
	• c spells /k/ and /s/
	• g spells /g/ and /j/
	• exceptions to g spells /j/
	• adding consonant & vowel suffixes
		Short, r-controlled, long vowels:
		• silent-e pattern:
		  – 1-syllable words
		  – multi-syllable words
		  – spelling schwa
		  – with suffixes, e.g, hope – hoping
		• o, a, i, e, u long vowel teams
		• i spelling long e, /ē/
			Short, r-controlled, long, other vowels:
			• /o͞o/, /oi/, /o͝o/, /ou/ vowel teams
			• aw & au spell /aw/ or /ŏ/
			• ow spells 2 sounds: /ō/, /ou/
			• oo spells 2 sounds: /o͞o/, /o͝o/
			• ea spells 3 sounds: /ē/, /ĕ/, /ā/
			• spelling patterns: -tion, -ture
			• split vowels (e.g., create, violin)

HIGH FREQUENCY WORDS (FROM DOLCH 220 LIST)	• 11 decodable words	• 42 decodable words	• 19 decodable words
PHONEMIC AWARENESS	Review: • identify and label all vowel sounds in words	Review: • identify and label all vowel sounds in words	Review: • identify and label all vowel sounds in words

Phonics Plug-In ONE Overview
Contents

Phonics Plug-In ONE ™ So beginning and struggling readers learn to decode well.

Phonics Plug-In ONE is the first set in a series of six that provides full scope and sequence of phonics instruction and practice.

Phonics Plug-In ONE is explicit, systematic, sequential, multi-sensory phonics instruction in basic phonics, with phonemic awareness and high frequency words. Phonics Plug-In ONE is for small group instruction with three types of students:

1. Beginning readers in kindergarten and early first grade.
2. Struggling decoders in the middle of first grade through second grade.
3. Older students with significant decoding weaknesses.

The 10 units include phonological awareness, phonemic awareness, and multiple activities for practice reading CVC one- and two-syllable words (no schwa) in isolation and connected text. The units also teach 78 high frequency words.

Phonics Plug-In ONE Materials

For the teacher:

Lesson Plan Set

- Program Guide and Assessments
- Lesson Plan Book 1: Getting Started & Units 1–5
- Lesson Plan Book 2: Units 6–10
- Positive Error Correction

Teacher Book, Unit Check-Ups, and Student Booklet

Basic Letter Tile Set

For each student:

Practice Book and Student Booklet

Basic Letter Tile Set

1. Overview of Phonics Plug-In ONE

General Description

Phonics Plug-In ONE is a set of 10 units that teach accurate decoding.

The lessons include intensive instruction and practice for:

- **Phonics:** reading and spelling 1 and 2–syllable words with short vowels, single consonants, and digraphs (e.g., sun, chip, catnip, bathtub).

- **High Frequency Words:** reading and spelling 78 high frequency words from the Dolch 220 Word List.

- **Phonemic Awareness:** blending, segmenting, and manipulating 2–4 sound words with short and long vowel sounds.

- **Accuracy and Rate:** reading and spelling 1 and 2–syllable decodable words and high frequency words in lists, phrases, sentences, and passages.

The lessons also include less intensive instruction and practice for:

- **Fluency:** students read words, phrases, sentences, and passages until they read accurately and with reasonable rate and expression.

- **Vocabulary:** vocabulary words are introduced with student friendly definitions, reviewed, and included several times in the phrases, sentences, and passages.

- **Comprehension:** students find and underline answers to questions about the passages they read at the end of each Unit.

- **Spelling:** students learn to spell high frequency words and decodable words (words spelled with phonics patterns previously taught).

Each of the 10 Units has up to 25 Parts that ensure students get extensive individual practice. Each part is described in **Section Description of 25 Parts in Units.**

Target Students

Kindergarten and Early Grade 1

The lessons ensure that **beginning readers** in kindergarten and early first grade learn and cement the habit of accurate decoding at a reasonable rate as they learn to read.

The **Readiness Assessment** is administered to determine whether Phonics Plug-In ONE is appropriate instruction for a student who is just beginning to read.

Struggling Readers In Grade 1 and Up

The lessons can be used with **struggling readers** in first, second, and third grades who have not adequately mastered basic decoding skills during core instruction. The lessons deliver explicit, systematic instruction, along with ample practice, which these students may not have had in their core instruction. (Phonics Plug-In ONE is also appropriate for some students in higher grades who have severe decoding weaknesses.)

The **Plug-In Qualifying Assessment** is administered to determine whether Phonics Plug-In ONE is appropriate instruction for a student who is struggling with reading.

Small Group Instruction

The Phonics Plug-In ONE Units are for **small group instruction**. Ideally, kindergarten and first grade students who are just beginning to learn phonics would be in groups no larger than 4 students. However, an experienced teacher can manage groups of as many as 8 students, and the materials will accommodate 8 students.

When Phonics Plug-In ONE is used as intervention in grades one and higher, small groups should be no more than 4 students.

Many Opportunities to Practice for Mastery

Because instruction is delivered in small groups, and a Unit has up to 25 parts, each student has many opportunities for individual practice with immediate feedback from the teacher. Students always immediately re-read the word list, phrase, or sentence if they make a mistake. This means they always finish by reading with 100% accuracy and are always developing the habit of accurate reading.

Foundational Skill Instruction

Phonics Plug-In ONE instruction ensures that students have the foundational skills that are critical for them to become strong readers. Each Unit begins with teaching students to **read and spell high frequency words.** Several parts of each Unit teach **phonological and phonemic awareness** practice. **Letter names and sounds** are reviewed in each Unit before students learn a new **phonics concept.** Students engage in **extensive, individual practice reading decodable and high frequency words in lists, phrases, sentences, and passages**. Students practice until they are able to read with **100% accuracy at a reasonable rate**. Students learn **vocabulary** words in each Unit that show up in the phrases, sentences, and passage. Throughout each Unit, students practice **spelling** letter-sounds, high frequency words, and decodable words. Each Unit concludes with students answering **comprehension questions** about the passage.

Explicit, Systematic, Sequential, and Multi-Sensory Instruction

Phonics Plug-In ONE instruction is systematic, explicit, sequential, and multi-sensory. Students practice spelling words with color tiles and letter tiles so they see, feel, and say the relationships between sounds and letters. Students read only **decodable words** and **high frequency words** that have been explicitly taught. That means students have the ability to self-correct any mistakes they make (sometimes with guidance from the teacher) so they become self-reliant readers.

Scripted Lesson Plans

With scripted lesson plans, teachers know exactly how to deliver the lessons. Phonics Plug-In ONE scripts are easy to follow. This means lessons are delivered with maximum student involvement, while minimizing unnecessary teacher talk. The scripted lessons also make certain that lesson delivery is explicit and thorough, and that teachers include modeling (I Do), structured practice (We Do), and individual practice (You Do) for each skill taught.

End-of-Unit Assessments

At the end of each Unit, an easily administered assessment, called a Unit Check-Up, informs the teacher whether to review parts of the current Unit or to move forward to the next Unit.

Learning Outcomes

Students who complete Phonics Plug-In ONE units will be able to:

* Accurately read, at a reasonable rate, 1 and 2-syllable words with the short vowel pattern in lists, phrases, sentences, and short passages.
* Accurately read 78 high frequency words from the Dolch 220 List.
* Name the most common sound for all 26 letters and the digraphs *ch, ck, sh, th,* and *wh.*
* Say the sound and label (e.g., *short a, long i*) for all 10 short and long vowel sounds.
* Blend, segment, and substitute phonemes in 2-4 sound spoken words with long and short vowel sounds.

2. Research Base

The Simple View of Reading

In 1986 Gough and Tunmer published their hypothesis for the Simple View of Reading (Gough & Tunmer, 1986). They posit that strong readers are competent both at decoding and at understanding the language in the text. Weak readers may have deficits in either decoding or in language comprehension, or in both. Since that time, scores of studies have verified the hypothesis and shown that decoding and language comprehension are separate skills and both are essential factors for reading comprehension, (Aaron et al., 1999; Catts et al., 2006; Dreyer & Katz, 1992; Hoover & Gough, 1990; Johnston & Kirby, 2006).

Phonics Plug-In One provides beginning and struggling readers with solid beginning decoding skills that are necessary for skilled reading.

Explicit Phonics Is a Critical Part of Beginning Reading Instruction

A strong research base developed since the middle of the last century shows that students who receive focused, explicit, and systematic phonics instruction in the early grades learn word recognition, oral reading, text comprehension, and spelling better than students who get no phonics instruction or phonics instruction that is not explicit and systematic.

Chall's landmark book, Learning to Read: The Great Debate (1967), presents compelling evidence that focused instruction in phonics results in better word recognition, comprehension, and spelling for both low performers and normally-achieving students than other methods of instruction. Her final conclusion on page 307 in the 3rd edition, which has held up in research since her book was published, states:

"The research … indicates that … [instruction] that views beginning reading as essentially different from mature reading and emphasizes learning of the printed code for the spoken language [i.e., phonics] produces better results … The results are better, not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction – comprehension and possibly even speed of reading."

A number of studies after Chall's book was published have provided further compelling evidence of the superiority of phonics instruction for beginning readers over other types of instruction (Dykstra, 1968; Dykstra, 1974; Jeffrey & Samuels, 1976; Anderson et al, 1985; Adams, 1988; Stahl & Miller, 1989; Stahl et al, 1994; Foorman, B., 1995; National Reading Panel, 2000).

Phonics Plug-In One is explicit phonics instruction, which research recommends to assure that all students develop strong decoding skills.

Incorporating Phonemic Awareness into Phonics Instruction

Several studies of poor readers in grades K–2 (Hatcher et al, 1994; Iversen & Tunmer, 1993; Torgesen et al., 1997; Vellutino et al, 1996) and several studies with somewhat older at risk students (Alexander, et al; Lovett et al, 1994; Williams, 1980) prove the positive effect on reading when intervention combines phonemic awareness instruction and explicit instruction in phonics.

There is strong research that supports the relationship of phonemic awareness to reading abilities (Ehri et al., 2001; National Reading Panel, 2000). Findings from several decades of research show that most children who have difficulties learning to read have a core deficit in phonological processing skills (Share & Stanovich, 1995; Wagner et al., 1997). A key goal of early reading instruction should be to maximize the number of children with strong phonological skills in order to minimize the number of children who develop reading problems.

Phonics Plug-In ONE includes phonemic awareness instruction in each lesson so that beginning and struggling readers develop the underpinnings necessary for strong decoding and spelling.

Using Decodable Reading Materials for Early Reading Instruction

Several studies show that instruction using context and picture cues in reading programs actually slow reading performance when compared to instruction that uses a phonics based approach in which students read connected text that is controlled for phonics patterns and high frequency words that have been taught (Singer et al, 1973; Gibson & Levin, 1975; Harzem, P. et al., 1976; Blevins, 2006).

Phonics Plug-In ONE word lists, phrases, sentences, and passages are all decodable text, controlled to include only words with spelling patterns that have been taught and high frequency words that have been taught. Phonics Plug-In ONE does not use pictures with its text. Thus, students practice relying on the printed word, not on picture cues, when reading.

Immediate Correction of Oral Reading Errors

John Hattie's meta-analysis of 169 studies shows an average effect size of 0.79 for feedback in classrooms. This places feedback in the top 5 to 10 positive influences on achievement in his 1999 syntheses of 500 meta-analyses on various influences on student achievement. (Hattie & Timperley, 2007).

Several additional studies show the importance of immediate corrective feedback for improving word recognition, fluency, and reading comprehension.

Heusbusch & Lloyd (1998) examined 24 studies to determine the effect of correcting errors during oral reading on word recognition and reading comprehension. They determined that successful error correction procedures include correcting errors immediately and requiring students to repeat the correct response.

Pany and McCoy (1988) studied third grade children with reading disabilities who made errors on 10–15% of words they read. These students significantly improved their word recognition and comprehension scores when they were given immediate feedback on every error. Simply receiving feedback only on errors that altered the meaning of the passages had no effect.

Young et al. (1996) found that providing immediate feedback to assist fifth grade readers of varying abilities during oral reading of text was the only practice that improved student's accuracy when reading.

A critical part of Phonics Plug-In ONE instruction is providing the student with immediate correction for any incorrect sounds, letter names, letter sounds, or words. In addition, the teacher always tells students what is right about an incorrect response before providing the error correction, and the students always re-read words lists or rename letters or sounds so that they experience the correct response themselves.

Importance of Routines

A routine is the repeated and unvarying way an instructional activity is carried out. Routines save time because both students and teachers know how and what they are supposed to do without thinking about it. A characteristic of routines is that many component actions are carried out with little effort because they have become automatic by practice. Routines allow relatively low level activities to be performed without diverting significant mental resources from the more general and substantive goal of teaching. In essence, routines reduce cognitive load for both the teacher and the student. Routines allow a teacher to focus on effective instruction and the unpredictable elements of a task (such as when a student needs positive error correction) and allow students to devote cognitive resources to learning the content because the task is already known (Leinhardt & Greeno, 1986; Savage, 1999).

Students start learning routines in Phonics Plug-In ONE in the "Getting Started" Unit as material that the students are already supposed to know is reviewed. Students learn a new routine for each activity as the activity is introduced. The same routines are used throughout the 10 Units, allowing students to put their mental energy toward learning the new concepts and reading accurately. The routines also allow teachers to respond immediately and appropriately when a student needs help.

Five Essential Components of Reading

The National Reading Panel (2000) reviewed a large number of studies and determined that the most effective reading instruction includes explicit instruction in five essential areas: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These areas can be categorized into the two major areas of reading (per the Simple View of Reading). Phonemic Awareness and Phonics fall in the category of decoding. Vocabulary and comprehension fall in the language comprehension. Fluency occurs when both decoding and language comprehension are strong.

Phonics Plug-In ONE Units address each of the five essential components of reading (that the National Reading Panel identified as essential to reading instruction). The instructional emphasis is on phonemic awareness, phonics, and fluency, with vocabulary and comprehension addressed in several Parts of each Unit.

Intervention Instruction for Older Readers

Several studies of older students reveal that substantial numbers of struggling adolescent and adult readers have weaknesses in decoding and word recognition (Fowler & Scarborough, 1993; Greenberg, Ehri & Perin, 1997; Leach, Scarborough, & Rescorla, 2003); Sabatini, 2002; Shankweiler, Lundquist, Dreyer, & Dickinson, 1996). Juel (1991) noted some older children rely almost entirely on sight memorization of words and appear to be successful readers for the first several years of school until this strategy fails to work in later grades.

For older readers with significant decoding difficulties, Phonics Plug-In ONE is the first step in building the basic word recognition skills needed to be successful readers.

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3. Scope and Sequence

Beginning Phonics Instruction

Students learn to read 1- and 2-syllable words with short vowels and digraphs. There are no blends included in the decodable words used in Phonics Plug-In ONE.

In Phonics Plug-In ONE, students start by reading words with just four letters: *a, m, s,* and *t.* Short vowels and additional consonants are added in each Unit. By Unit 6, students are reading words with all the short vowel sounds. By Unit 10, students are reading words with all the vowel and consonant letters, and with digraphs *ch, ck, sh, th, wh.*

The short vowel spelling patterns are introduced in a systematic and specific order. For example, many students confuse the 'short i' and 'short e' sounds. Phonics Plug-In teaches 'short i' in Unit 3 and 'short e' in Unit 6 so students get practice reading words with 'short i' in three Units before reading words with 'short e'. Similarly, in some dialects, 'short o' and 'short u' are often confused. 'Short o' is taught in Unit 2 and 'short u' is not taught until Unit 4.

Students learn to read 2-syllable words in Unit 5. The 2-syllable words students read in Phonics Plug-In ONE are in the vocabularies of most grades K and 1 students, and each syllable follows spelling patterns that have been taught. Introducing 2-syllable words early teaches word attack skills so students aren't intimidated by longer words. Students learn to look for the vowel letters to determine the number of syllables in word, and to then break words into syllables around the vowel spellings. When students know they can sound out longer words, as well as shorter ones, they do not develop the habit of guessing them.

High Frequency Words

Students learn to read and spell 78 high frequency words from the Dolch 220 Word List. Emphasis is placed on teaching the 36 Heart Words, which are high frequency words with spelling patterns the students are not expected to know yet. The 42 decodable high frequency words are used liberally in the word lists, phrases, sentences, and passages, so that students read these words many, many times. Students practice spelling Heart Words in three different parts of each Unit.

Phonemic Awareness

Phonemic awareness instruction and practice occurs in 4 of the 25 parts in the Units. Students practice segmenting, blending, and substituting sounds as part of phonemic awareness instruction. They also learn the difference between sounds and syllables, as well as how to identify the first, middle, and last syllables and sounds.

An important part of Phonics Plug-In ONE is students learn that the word 'vowel' can apply to sounds or letters. During phonemic awareness instruction, students learn about vowel sounds. Specifically, they learn to identify the vowel sound in a spoken word, and they learn to label the sound as short or long. When students learn the vowel sounds, and can find them in a spoken word, they lay the groundwork needed to avoid the confusion with vowels that most struggling readers experience.

By weaving phonemic awareness in with beginning phonics instruction, Phonics Plug-In lessons ensure that students continue to understand that letters represent sounds of spoken words, which is the basis of the alphabetic principal.

Vocabulary

The vocabulary words introduced in the Units are words that may be unfamiliar to students and occur in the word lists, phrases, sentences, and passages. Students also learn how to give definitions in complete sentences with these words, and this is an often underdeveloped skill for struggling readers. Students learn the definitions in Part 16. They have additional practice giving the definitions in Part 16, Part 20, and Part 25, so that each student in the group gets experience giving definitions in complete sentences and learns the meanings of the words.

Phonics Plug-In ONE

Scope and Sequence

	PHONEMIC AWARENESS	SOUND-SYLLABLE DIFFERENCE	PHONICS		HEART WORDS		VOCAB-ULARY
	PARTS 3, 14, 22	PART 2	PARTS 4–8, 10–13, 15, 17–21, 23–25		PARTS 1, 9, 19, 24		PART 16
	SPIRALED PRACTICE			FOCUS LETTER SOUNDS	HIGH FREQUENCY WORDS		
	NEW CONCEPT	NEW CONCEPT	NEW CONCEPT		DECODABLE	IRREGULARLY SPELLED	DEFINITIONS
UNIT 1	• Segment & blend sounds in 2- & 3-sound words • Identify first & last sounds	COUNT & SEGMENT 1–2 syllables	1-syllable words	short a m s t	am at	the to and a I you of was for is	—
UNIT 2	• Identify & label short a & short o sounds when segmenting & blending sounds in words	COUNT & SEGMENT 1 – 3 syllables	—	short o r p n	an on not ran	do see are	tot
UNIT 3	• Identify long & short a sounds	BLEND 2 syllables	Nonsense words	short i g c f	in if can got it sit	all one	fig nip
UNIT 4	• Identify long & short o sounds • Introduce sound chains	BLEND 2 & 3 syllables	2 spellings for /k/: c & k	short u k d h l	him did run cut hot up had us	he she be we me	lad lug
UNIT 5	• Identify long & short i sounds	IDENTIFY 1st & last syllable	2-syllable words	—	—	go so no or	ragtop lapdog dam
UNIT 6	• Identify long & short u sounds	IDENTIFY 1st & last syllable vs. 1st & last sound	Digraphs	sh th	that this than	said were into	panic tiptop hotshot
UNIT 7	• Identify long & short e sounds • Sound chain: change first & middle sounds	—	3 spellings for /k/: c, k, & ck	short e ck	red ten let pick get them then	they her	pep tomcat den
UNIT 8	• Sound chain: change middle & last sounds	—	f, l, & s doubled	w v b ch	off with but much will well tell big wish	his as has	vanish discuss huff
UNIT 9	• Segment & blend sounds in words with initial blends • Sound chain: change first, middle, & last sounds	—	2 spellings for /w/: w & wh	y z j wh	when which yes	my by	lab jam cab
UNIT 10	• Segment & blend sounds in words with final blends	—	—	qu x	six	there where	toxic kit

4. Students Who Benefit From Phonics Plug-In ONE Instruction

Teachers use Phonics Plug-In ONE lessons for beginning reading instruction in kindergarten and early first grade, and as intervention lessons to help struggling readers in any grade who have not mastered beginning decoding skills. These are students who still read inaccurately, slowly, or both.

Kindergarten and Early First Grade: Beginning Reading Instruction

As its name implies, Phonics Plug-In ONE is not a complete beginning reading program. The Units fit into a comprehensive reading or language arts curriculum to add specific phonics instruction and practice so that students learn to read accurately and with automaticity. The lessons are used with small groups, not for whole-class instruction.

Children are typically ready for their first phonics lessons in kindergarten or early first grade. Phonics Plug-In ONE has all the materials teachers need to deliver explicit and systematic phonics instruction starting with students' first reading lesson. Importantly, with Phonics Plug-In ONE, beginning readers get extensive practice reading decodable words in lists, phrases, sentences, and passages so they develop accuracy and fluency with connected text early on. The Units include explicit instruction and practice so students learn even confusing high frequency words such as 'where' and 'were' to mastery.

The words used in Phonics Plug-In ONE are appropriate for beginning readers. All the high frequency words (shown in 78 High Frequency Words Taught in Plug In One on page 8) are in the oral vocabularies of virtually all kindergarten and first grade students. The vast majority of decodable words are also in the student's oral vocabularies. Decodable words that are not in the students' vocabularies can be sounded out, so students to learn that they can use their decoding skills to read unfamiliar words first and then derive their meaning from context or by learning the definition. Most unfamiliar words that might be confusing (e.g., *tot, nip, lab, vanish,* and *toxic*) are taught as vocabulary words. Students review the meanings for and then read these vocabulary words several times in phrases, sentences, and passages, helping to add the words to their working vocabularies. In addition, the Teacher Book has a glossary of student friendly definitions for teachers to use for quick reference when students ask about a word's meaning during the lessons.

Beyond Early First Grade: Intervention Instruction

Phonics Plug-In ONE lessons are also used with struggling readers who demonstrate difficulty reading words with the most basic spelling patterns, who read words in isolation using a sound-by-sound strategy, or who commonly misread even the simplest words in text.

As intervention, Phonics Plug-In ONE is used most often for first and second grade students who need extra practice to catch up with core decoding instruction. Phonics Plug-In ONE gives these students the opportunity to practice basic decoding skills until they demonstrate mastery by reading words accurately and automatically (without sounding them out). A critical component of Plug-In ONE is the immediate positive error correction these students receive as they individually read aloud. This allows and encourages them to reread until they achieve 100% accuracy reading at a reasonable rate.

The lessons also work for older students with significant decoding weaknesses. Most often these students are either in special education, or they have a 504 plan due to a learning disability or other impairment that can affect reading and who need intensive practice with many repetitions to master skills.

5. Description of Qualifying Assessments

Students who are just beginning to read and those who have had reading instruction, but have fallen behind, qualify for Phonics Plug-In ONE lessons in different ways. Beginning readers in kindergarten and early first grade take the **Readiness Assessment: Kindergarten**. Students who have begun reading instruction, but are struggling with learning basic decoding concepts take the **Qualifying Assessment: Grade 1 and Up**. Both assessments are administered one-on-one and are quick and easy to administer.

Everything needed to administer the **Readiness Assessment** and the **Qualifying Assessment**, including directions for administration and scoring, is in the Appendix to this Program Guide.

Readiness Assessment: Kindergarten

For Phonics Plug-In ONE lessons to be most effective, beginning readers need to pass the Phonics Plug-In ONE **Readiness Assessment: Kindergarten** to demonstrate competence in four areas:

1. **High Frequency Words** - Read at least 7 of the following 10 high frequency words: *the, to, and, a, I, you, of, was, for, is*.
2. **Letter Names** - Name at least 24 of 26 lower-case letters accurately.
3. **Letter Sounds** - Name the sounds for at least 15 of the 21 consonant letters. Self-corrections are counted as correct.
4. **Phonemic Awareness** - Blend phonemes into words for at least 2 of the 3 words in the assessment.

Students who cannot demonstrate competence in the four areas listed above need further instruction in the weak areas before starting Phonics Plug-In ONE.

Qualifying Assessment: Grades 1 and Up

Students who struggle with reading and need extra instruction (intervention) are generally identified by teacher observation or through a screening assessment (e.g. DIBELS, AIMSWeb, PALs, Fountas & Pinnell, DRA). The **Qualifying Assessment: Grade 1 and Up** is a diagnostic tool that determines whether Phonics Plug-In ONE is appropriate intervention instruction for these students.

The **Qualifying Assessment** has 5 decodable real words and 5 decodable nonsense words. Students who read 3–7 words correctly on the assessment are ready to benefit from Phonics Plug-In ONE. Students who read 0–2 words correctly are likely not to be ready for Phonics Plug-In ONE. They need to take the **Readiness Assessment** to find out if they have the necessary pre-reading skills for Phonics Plug-In ONE lessons to be effective. Students who read 8–10 words correctly already have the skills taught in Phonics Plug-In ONE and will be better served with different phonics lessons.

Readsters is writing Phonics Plug-In TWO–SIX, which will address phonics weaknesses at higher levels than Phonics Plug-In ONE teaches. For more information contact us at info@readsters.com and watch our website, www.readsters.com, for descriptions and publication dates.

The Qualifying Assessments are available for free download at www.readsters.com.

6. Common Core State Standards Alignment

CCSS Alignment: Kindergarten and Grade 1

Phonics Plug-In ONE is aligned to the Common Core State Standards (CCSS) for kindergarten and first grade. The primary alignment is with the Reading Standards: Foundational Skills. Phonics Plug-In ONE also aligns with some Reading Standards for Literature, Speaking and Listening Standards, and Language Standards.

In essence, students who pass the Unit Check-Ups and complete Phonics Plug-In ONE will have met the following Reading Standards for the Foundational Skills Standards:

Kindergarten

- All standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

First Grade

- All standards for Print Concepts and Phonological Awareness.
- Phonics and Word Recognition Standard 3.a: *Know the common spelling-sound correspondences for consonant digraphs.*

Note: Students will also have partially met the following first grade standards for Phonics and Word Recognition:

- 3.b. *Decode regularly spelled one-syllable words* (with short vowels and digraphs)
- 3.d. *Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word* (one- and two-syllable words)
- 3.e. *Decode two-syllable words following basic patterns by breaking the words into syllables* (for closed syllables)
- 3.g. *Recognize and read grade-appropriate irregularly spelled words.* (37 words)

The table on the next page shows the alignment of Phonics Plug-In ONE to the CCSS for Kindergarten.

The table on page 13 shows the alignment for First Grade.

Phonics Plug-In ONE Alignment with CCSS–KINDERGARTEN

	STANDARD	UNITS AND PARTS
	READING STANDARDS: FOUNDATIONAL SKILLS	
PRINT CONCEPTS	1. Demonstrate understanding of the organization and basic features of print.	
	d. Recognize and name all upper- and lowercase letters of the alphabet.	Units 1–10, Part 4
PHONOLOGICAL AWARENESS	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
	b. Count, pronounce, blend, and segment syllables in spoken words.	Units 1–10, Part 2
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Units 1–10, Parts 2, 3, 7, 22
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Units 4–10, Part 3
PHONICS AND WORD RECOGNITION	3. Know and apply grade-level phonics and word analysis skills in decoding words.	
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Units 1–10, Parts 4, 5
	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Units 1–10, Parts 4, 5, 6, 7, 8, 10, 15
	c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Units 1–10, Parts 1, 9, 19, 20, 21, 23, 25
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Units 1–10, Part 8 Units 2–10, Part 13
FLUENCY	4. Read emergent-reader [decodable] texts with purpose and understanding.	Units 2–10, Part 25
	READING STANDARDS FOR LITERATURE	
KEY IDEAS AND DETAILS	1. With prompting and support, ask and answer questions about key details in a text.	Units 2–10, Part 25
	LANGUAGE STANDARDS	
CONVENTIONS OF STANDARD ENGLISH	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	a. Print many upper- and lower case letters.	Units 1–10, Parts 1, 4, 9, 24
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	a. Capitalize the first word in a sentence and the pronoun I.	Units 2–10, Part 24
	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Units 1–10, Parts 4, 24
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Units 1–10, Parts 7, 8, 24

Phonics Plug-In ONE Alignment with CCSS–First Grade

	STANDARD	UNITS AND PARTS
	READING STANDARDS: FOUNDATIONAL SKILLS	
PHONOLOGICAL AWARENESS	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	Units 2–10, Parts 3, 14, 22
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Units 1–10, Part 14
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Units 1–10, Parts 2, 3, 7, 22
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Units 1–10, Parts 3, 7, 22
PHONICS AND WORD RECOGNITION	3. Know and apply grade-level phonics and word analysis skills in decoding words.	
	a. Know the spelling-sound correspondences for common consonant digraphs.	Units 7–10, Parts 4, 5, 6, 7, 8, 10, 15, 24
	b. Decode regularly spelled one-syllable words.	Units 1–10, Parts 10, 13, 15, 16, 17, 18, 19, 20, 21, 23, 25
	d. Use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word.	Unit 5, Part 6 Units 5–10, Parts 11, 12, 24
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Units 5–10, Part 11, 12
	g. Recognize and read grade-appropriate irregularly spelled words.	Units 1–10, Parts 1, 9, 19, 20, 21, 23, 25
FLUENCY	4. Read with sufficient accuracy and fluency to support comprehension.	
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Units 2–10, Parts 20, 21, 25
	READING STANDARDS FOR LITERATURE	
KEY IDEAS AND DETAILS	1. Ask and answer questions about key details in a text.	Units 2–10, Part 25
	SPEAKING AND LISTENING STANDARDS	
PRESENTATION OF KNOWLEDGE AND IDEAS	6. Produce complete sentences when appropriate to task and situation.	Units 2–10, Parts 16, 17
	LANGUAGE STANDARDS	
CONVENTIONS OF STANDARD ENGLISH	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	a. Print all upper- and lower case letters.	Units 1–10, Parts 1, 4, 9, 24

7. Fitting Phonics Plug-In ONE into the Curriculum and RTI

Fitting Phonics Plug-In ONE into the Curriculum

As the name Phonics Plug-In implies, the units are "plugged in" to a school's curriculum to teach decoding in general education, Title 1, and special education classes. The explicit instruction and extensive practice can be useful for three different types of students:

- Beginning readers in Kindergarten and early Grade 1
- Students who are behind in Grades 1 and 2
- Students with severe reading difficulties in Grades 3–12

Response to Intervention (RTI) Overview

Response to Intervention (RTI) is an educational process to ensure that core classroom instruction meets the needs of most students by providing additional help for students identified as at risk for academic failure.

Under the RTI model, there are three tiers of instruction. All students receive Tier 1 instruction, which includes small group differentiated instruction. Tier 2 instruction is small group instruction for targeted weaknesses. Tier 2 instruction is provided in addition to Tier 1 instruction. Tier 3 is specialized individual or small group instruction for students with intensive needs, also provided in addition to Tier 1 instruction.

Phonics Plug-In ONE, the Curriculum, and RTI

Beginning Reading - Tier 1 - Beginning Readers in Grades K and 1
Core Instruction for All Students

With Phonics Plug-In ONE as the first phonics instruction for beginning readers in kindergarten or first grade, students build the habits necessary to become strong decoders. They learn to keep their eyes on the words as they read and to pay attention to every letter to read the correct word. They learn to read words in isolation and in context accurately. And they learn to read connected text with proper expression. The many turns for individual practice and the Unit Check-Ups allow teachers to know that students have developed strong beginning decoding skills.

Phonics Plug-In ONE lessons support or replace phonics lessons in beginning reading programs for Tier 1 instruction in grades K and 1. The units teach students to read words with short vowels in a systematic sequence, and they include explicit instruction for phonics and phonemic awareness. For beginning readers, Phonics Plug-In ONE can be used in small groups as part of the general education curriculum that is differentiated for students who are ready to learn to read.

Intervention - Tier 2 - Students Who Are Behind in Grades 1 and 2
Strategic Instruction for Students Who May Be at Risk

Students who have had phonics instruction, but are not progressing as well as expected, benefit from the explicit instruction and extensive individual practice in Phonics Plug-In ONE. The instruction and practice teaches them to rely on letters to read words, and not to guess. Students also get enough practice so they read words with the most basic spelling patterns easily and accurately. Many students who struggle with reading have phonemic awareness weaknesses, and Phonics Plug-In ONE lessons ensure that the students develop their phonemic awareness.

Phonics Plug-In ONE can be used for Tier 2 intervention instruction when students are not progressing as expected with existing reading instruction. Phonics Plug-In ONE gives students the extra practice they need with basic decoding to be able to build automaticity when reading words in and out of context.

Special Education - Tier 3 - Students with Severe Reading Difficulties in Grades 3–12
Intensive Instruction for Students Who Are at Risk

The students in grades 3–12 who struggle with reading the most need to learn the most basic phonics principles. They need extensive practice learning to read accurately, and learning to read without reliance on coping habits, such as guessing or sounding out every word. Phonics Plug-In ONE lessons provide these students enough practice so that they learn how to decode words without having to guess and they move past having to sound out every word. Most students in grades 3–13 who need Phonics Plug-In ONE instruction will have IEPs or 504 educational plans, or they will be Title I students.

Students who are in Special Education, Title I, or similar programs for reading are often Tier 3 students who demonstrate severe decoding deficits. These students must have explicit phonics instruction and extended practice. Phonics Plug-In ONE lessons meet the needs of these students so that they learn to read with accuracy and automaticity.

The following table summarizes the differences in how students qualify for each tier of instruction, as well as how instruction is delivered.

Fitting Phonics Plug-In ONE into the Curriculum and Response to Intervention (RTI)

|	TIER 1	TIER 2	TIER 3
	Beginning Readers in Grades K and 1	Students Who Are Behind in Grades 1 and 2	Students with Severe Reading Difficulties in Grades 3-12
ASSESSMENT	Readiness	Qualifying	Qualifying
RECOMMENDED MAXIMUM GROUP SIZE	8	4	1–4, depending on severity of weakness
RECOMMENDED INSTRUCTIONAL TIME	20–30 minutes	30–60 minutes	45–90 minutes
CORE OR INTERVENTION	Part of Differentiated Core Instruction	Part of Differentiated Core Instruction or Intervention	Intervention
DELIVERY	Regular reading block, small group instruction	Regular reading block or intervention time outside reading block	Intervention time outside reading block

8. List of 25 Parts in a Unit

Not all Units have all parts.

1. **New Heart Words** – read and spell irregularly spelled high frequency words

2. **Syllables and Sounds** – orally segment spoken words to identify syllables and sounds

3. **Phonemic Awareness** – 1) orally segment spoken words to identify vowel sounds, 2) use color tiles manipulate sounds in a list of oral words with only one sound difference

4. **Letter Name and Sound Review** – practice letter names and sounds

5. **New Letter Sounds** – learn new short vowel letter sound and/or digraph sound spelling

6. **Phonics Concept** – learn a new phonics concept

7. **Building Words** – use color tiles and letter tiles to spell and read decodable words

8. **Spelling Chain** – use letter tiles to spell a series of words with only one sound difference

9. **Heart Word Practice** – practice reading and spelling irregularly spelled high frequency words

10. **Decodable Words: Mark & Read** – read a list of words by underlining letters while saying sounds, then reading whole word

11. **Multi-Syllable Words: Parts to Whole** – read 2-syllable words by reading individual syllable, then reading whole word

12. **Multi-Syllable Words: Whole Word** – read 2-syllable words by identifying the vowels, reading each syllable, and then reading the whole word

13. **Word Patterns** – read a list of words, paying attention to a rime pattern while looking for "misfit" word(s), e.g., dog, hog, fog, *mug*, log

14. **Blending Sounds** – orally blend spoken sounds into one-syllable words to identify vowel sounds

15. **Nonsense Words: Mark & Read** – read a list of nonsense words by underlining letters while saying sounds, then reading whole word

16. **Vocabulary** – learn brief student-friendly definitions for words

17. **Word Hunt** – find a word in a list that answers a question about sound, spelling, or meaning

18. **Decodable Whole Words** – read a list of decodable words for accuracy

19. **Decodable and Heart Words** – read a list of decodable and irregularly spelled high frequency words for accuracy

20. **Phrases** – 1) individuals read phrases for accuracy and fluency, 2) whole group reads phrases combined into a sentence

21. **Sentences** – read sentences for accuracy and fluency

22. **Stretching Sounds** – orally segment spoken words to identify vowel sounds

23. **Scrambled Sentences** – arrange word cards to unscramble a sentence

24. **Spelling and Dictation** – spell sounds, spell one- and two-syllable words, write a dictated sentence

25. **Decodable Passage** – 1) read sections of a decodable passage for accuracy, 2) find and underline answers to comprehension questions

9. Materials

Teacher Materials

The **Program Guide** provides information about Phonics Plug-In ONE that teachers should read before they begin teaching. The two assessments used to qualify students for Phonics Plug-In ONE are in the last section of this book.
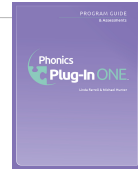
Lesson Plan Book 1 has fully scripted lesson plans for the Getting Started lesson and for Units 1–5.

Lesson Plan Book 2 has fully scripted lesson plans for Units 6-10.

Positive Error Correction Booklet (in front pocket of Lesson Book 1) has directions and scripts for responses to typical student errors. The teacher transfers this booklet to the front pocket or lesson Book 2 when starting Unit 6.
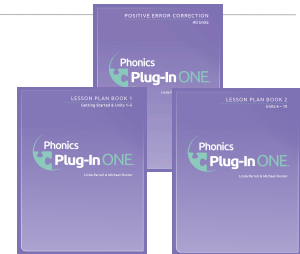
Scrambled Sentence Cards – Cardstock pages with the word cards used in Part 23 – Scrambled Sentences are in the back of each book. The cards need to be cut apart before teaching Part 23.

At the front of both Lesson Plan books is an introduction that includes:

- The Scope and Sequence
- A chart showing which of the 25 Parts are in each Unit
- The strands for Phonological and Phonemic Awareness instruction
- Scripts for Positive Error Correction for each routine
- A description of the design for the Units

Teacher Book is used when delivering the instruction, to give end-of-unit assessments (Unit Check-Ups), and for finding a definition when a student asks what a word means. The teacher needs one Teacher Book for each group being taught because the teacher models Mark & Read, records student's errors on the practice pages in the Teacher Book, and records student responses during the Unit Check-Ups.

The Teacher Book has three parts:

1. **Unit Check-Ups**, pages UC-1 to UC-21.

   The Unit Check-Ups are individually administered, end-of-unit assessments. This section of the Teacher Book has individual student recording forms, a group tracking chart, and summary directions for administering the Unit Check-Ups. The Unit Check-Up: Student Pages booklet is stored in the front pocket of the Teacher Book.

2. **Practice and Modeling Pages,** pages 1 to 343.

   The practice pages in the Teacher Book are identical to pages in the students' Practice Book, including the page numbering. The teacher tracks and records each student's errors on the practice pages when students have individual turns. The teacher keeps a record of what each student has mastered and what they may need help with by noting the student's name and recording any errors students make.

   Selected practice pages have the content enlarged for the teacher to use for modeling. These are referred to as Modeling Pages in the lesson plans. Most Modeling Pages are My Turn/Your Turn pages used to remind students how to mark words.

3. **Glossary of Student Friendly Definitions,** pages G-1 to G-11.

   The Glossary contains student friendly definitions of words included used in the lessons that may be new vocabulary for students. Sometimes it is hard for a teacher to quickly think of an easy definition, even though the teacher knows what the word means. When this is the case, the teacher can find the definition in the Glossary.

Teacher Materials - continued

The **Student Booklet** is stored in the back pocket of the Teacher Book. This is the same Student Booklet found in the back of students' Practice Book. The teacher uses the Student Booklet for modeling. (See Student Booklet in Student Materials below for a description of the contents.)

The teacher uses the **Basic Letter Tile Set** to model Sound Chains in Part 3, Building Words in Part 7, and Spelling Chains in Part 8. This is the same set as the one students use. (See Basic Letter Tile Set in the section Student Materials below for a description.)

Student Materials

The **Practice Book** has the practice pages that students use during the lessons. Students mark and write in the book so each student needs his/her own copy. The content on the practice pages that students read is printed in a font specially designed for beginning readers. When an individual student is reading, all other students track and mark errors in their books.

The **Student Booklet** is located in the back pocket of the student's **Practice Book**, and it is used during the lessons. This booklet has pages that are used in every Unit. The Student Booklet contains:

- The Vowel Chart
- Syllable Boxes
- Pages students use to practice spelling Heart Words
- The Accuracy Chart that students use to track their accuracy when reading passages.

The **Basic Letter Tile Set** is an all-in-one tile kit. It has magnetic color tiles and letter tiles on a white board. It folds for easy storage and opens to 8 ½" x 11" to fit easily on a student's desk.

Students use the **Basic Letter Tile Set** for Sound Chains in Part 3, Building Words in Part 7, and Spelling Chains in Part 8.
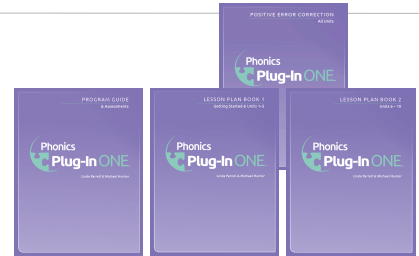
10. Ordering Guide, Pricing, and Order Form for Phonics Plug-In ONE

Each Teacher will need:

1 Lesson Plan Set:

- Program Guide & Assessments
- Lesson Plan Book 1
  (includes Positive Error Correction booklet & Scrambled Sentence Cards)
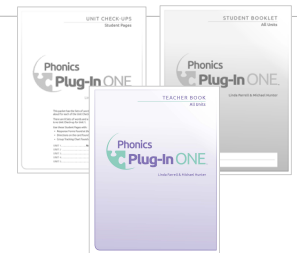- Lesson Plan Book 2

$250.00

1 Teacher Book for each different group taught

(includes Student Booklet & Unit Check-Ups Student Pages booklet)

The teacher writes in the Teacher Book so will need one for each different group taught.

$65.00

1 Basic Letter Tile Set

The teacher uses the Tile Set to model activities during lessons.

$38.00

Each Student will need:

1 Practice Book (includes Student Booklet)

Students write in the Practice Book so each student needs a book.

$45.00

1 Basic Letter Tile Set

Letter Tile Sets can be shared across groups not meeting at the same time.

$38.00

For volume discounts contact us at info@readsters.com or 703-535-7355

readsters

Phonics Plug-In ONE Order Form

Item		Item #	Quantity	Unit Price	Total
Lesson Plan Set	(order 1 for each Teacher)	P-101		250.00	
Includes: Program Guide & Assessments Lesson Plan Books 1 & 2					
Teacher Book	(order 1 for each Group)	P-104		65.00	
Practice Book	(order 1 for each Student)	P-105		45.00	
Basic Letter Tile Set	(Teacher will need 1 Each student will need 1 – These can be shared across Groups)	M-101		38.00	

Phonics Plug-In ONE

Subtotal	$
6% sales tax for VA purchasers only (does not apply to tax exempt organizations)	$
Shipping 10%	$
ORDER TOTAL	$

Please call 703-535-7355 or email orders@readsters.com if you have any questions.

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801 N. Pitt St., #105   order.
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Tax exempt number, if applicable _____

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☐ Purchase Order – **Authorized copy must be attached**   Card # _____

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   City _____ State _____ Zip Code _____ Phone _____

   Notes: _____
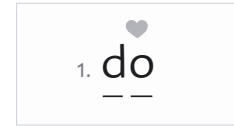
UNIT 2

1

Part 1
New Heart Words

B. TEACH

Read: do

1. **Most heart words have some letters that you can spell by sound and some letters that you have to learn by heart.**

2. **Everyone, finger on one** (showing where on Modeling Page).

   T. and SS. put finger on #1.

3. **'Do'.**

4. **Everyone, read.**

   SS. read 'do'.

1. do
$\underline{}\,\underline{}$

Explain Lines: do

1. **The lines show you the sounds in the word.**

2. **'Do' has two sounds so there are two lines.**

Identify Sounds: do

1. __name__ **, how many sounds in 'do'?**

   S. says 'two'.

2. __same name__ **, how do you know?**

   S. says 'because there are two lines under the word'.

Repeat Steps 1 and 2 with 3 additional students.

3. **I will Touch & Say.**

4. **/d/** (touching line under **'d'**), **/o͞o/** (touching line under **'o'**).

5. **Everyone, your turn.**

   SS. say sound /d/ – touching line under 'd',

   SS. say sound /o͞o/ – touching line under 'o'.

6. __name__ **, what is the first sound in 'do'?**

   S. says sound /d/.

7. __same name__ **, what letter spells the sound /d/?**

   S. names letter 'd'.

8. **You know that the letter 'd' spells the sound /d/, so 'd' isn't a heart letter.**

9. **The second sound is /o͞o/ and you have to learn the spelling for it by heart.**

UNIT 2

Part 3
Phonemic Awareness

Introduce Stretching Sounds You Do

1. **Now I will call on individuals to stretch and answer the questions.**

2. **Remember that everyone stretches silently along with the person I call on.**

REPEATED ROUTINE

	YOU DO WORDS	SOUNDS

You Do

1. **Everyone, ready.**
   SS. raise fist to shoulder.

2. ___word___ . **Everyone, repeat.**
   SS. repeat word.

3. ___name___ , **stretch.**
   S. stretches sounds – extending fingers,
   S. says word – raising fist to shoulder.
   SS. stretch silently.

T. mixes the order of questions 4 and 5.

4. ___different name___ , **first sound?**
   S. says first sound.

5. ___different name___ , **last sound?**
   S. says last sound.

T. does not mix order of questions 6 and 7.

6. ___different name___ , **vowel sound?**
   S. says sound – making motion.

7. ___different name___ , **label?**
   S. says label.

Repeat all steps with You Do words so each student stretches a minimum of 2 words.

T. does not need to use all words in the list. Use extra words for students who need more practice.

POSITIVE ERROR CORRECTION
   Script in PEC Booklet, page3.

#	You Do Words	Sounds
1.	math	/m/ /ă/ /th/
2.	add	/ă/ /d/
3.	had	/h/ /ă/ /d/
4.	whack	/w/ /ă/ /k/
5.	that	/th/ /ă/ /t/
6.	app	/ă/ /p/
7.	Jack	/j/ /ă/ /k/
8.	wag	/w/ /ă/ /g/
9.	am	/ă/ /m/
10.	bat	/b/ /ă/ /t/
11.	cash	/k/ /ă/ /sh/
12.	back	/b/ /ă/ /k/
13.	at	/ă/ /t/
14.	gas	/g/ /ă/ /s/
15.	tap	/t/ /ă/ /p/
16.	map	/m/ /ă/ /p/

F. SOUND CHAIN – NONE

Part 20

Phrases

UNIT 2

Practice Reading Sentence

1. **The phrases you just read are combined to make the sentence.**

2. **Everyone will all read the sentence together. Remember to read with accuracy and fluency.**

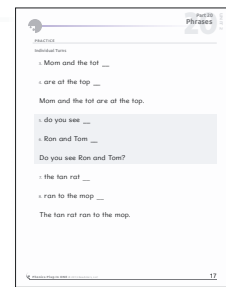3. **Everyone, read the sentence.**

    SS. reads the sentence.

If group did not read with fluency, T. models reading the sentence with fluency and the group reads again.

Pam sat on the pan.

REPEATED ROUTINE

INDIVIDUAL TURNS

1. **Now you'll each get a turn to read a phrase, and everyone will read the sentence.**

2. **Turn to Individual Turns on page 35.**

    SS. find page.

3. **Everyone, pencil on __#__ (showing where).**

    SS. put pencil on #.

4. __name__ **, read.**

    S. reads phrase.

    SS. track and check.

5. **Checkers, accuracy?**

6. **Checkers, fluency?**

7. **Everyone, pencil on __next#__ .**

8. __different name__ **, read.**

    S. reads the phrase.

    SS. track and check.

9. **Checkers, accuracy?**

10. **Checkers, fluency?**

Repeat steps 7–10 for a third phrase if there is one.

11. **Everyone, read the sentence.**

    SS. read sentence.

Repeat Steps 3–11 so each student has 2 turns to read a phrase.

POSITIVE ERROR CORRECTION
    After correcting errors, S. rereads the phrase.
    Script in PEC Booklet, page 18.

Individual Turns

3. Mom and the tot __

4. are at the top __

Mom and the tot are at the top.

5. do you see __

6. Ron and Tom __

Do you see Ron and Tom?

7. the tan rat __
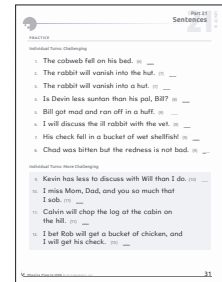
8. ran to the mop __

The tan rat ran to the mop.

UNIT 8

Part 21

21 Sentences

Prep

1. **Turn to Individual Turns on page 247.**

   SS. turn to page .

REPEATED ROUTINE

INDIVIDUAL TURNS

1. **Individual turns.**

2. **Everyone, pencil on __#__ (showing where).**

3. __name__ **read for accuracy.**

   S. reads sentence.

   SS. track and check.

4. **Checkers, accuracy?**

5. __same name__ , **read again for fluency.**

   S. reads sentence again.

   SS. track and check.

6. **Checkers, fluency?**

Repeat Steps 2–6 so each student reads 2 sentences.

T. does not need to use all the sentences. Use extra sentences for students who need extra practice.

POSITIVE ERROR CORRECTION
   After correcting errors, S. rereads the sentence. Script in PEC Booklet, page 19.

Individual Turns: Challenging

1. The cobweb fell on his bed. (6) __
2. The rabbit will vanish into the hut. (7) __
3. The rabbit will vanish into a hut. (7) __
4. Is Devin less suntan than his pal, Bill? (8) __
5. Bill got mad and ran off in a huff. (9) __
6. I will discuss the ill rabbit with the vet. (9) __
7. His check fell in a bucket of wet shellfish! (9) __
8. Chad was bitten but the redness is not bad. (9) __

Individual Turns: More Challenging

9. Kevin has less to discuss with Will than I do. (10) __
10. I miss Mom, Dad, and you so much that I sob. (11) __
11. Calvin will chop the log at the cabin on the hill. (11) __
12. I bet Rob will get a bucket of chicken, and I will get his check. (15) __

Extra Practice: Challenging

13. Did Chuck back up until he fell? (7) __
14. The rabbit can vanish into the shed. (8) __
15. Val has a check, but Kevin has cash. (8) __
16. Val has a check, and Kevin has cash (8) __
17. Bennet is ill, but he will not admit it. (9) __
18. Tell Devin to get his mess off the bed. (9) __
19. Can you discuss the illness with Mom or Dad? (9) __
20. Ross is in a huff and will not kiss Mom. (10) __

Extra Practice: More Challenging

21. Tess will wish Ben well on that big fitness run. (10) __
22. Did Kevin get his kitten to a vet for her checkup? (11) __
23. Chet and Russ ran off, but I will not fib for them. (12) __
24. Bess is sick, so it will not be as much fun at the big kickoff. (15) __

UNIT 4

Part 10

10 Decodable Words: Mark & Read

PRACTICE

Individual Turns

Set 1	Set 2	Set 3	Set 4
1. did __	1. lot __	1. had __	1. cut __
2. ad __	2. cup __	2. sun __	2. dig __
3. pal __	3. kid __	3. ham __	3. pup __
4. gum __	4. nap __	4. lid __	4. lip __
5. kit __	5. lug __	5. dug __	5. Kip __
6. hug __	6. gal __	6. Kim __	6. lot __

Extra Practice

Set 5	Set 6	Set 7	Set 8
1. hot __	1. up __	1. dad __	1. got __
2. dip __	2. dog __	2. dot __	2. kid __
3. rug __	3. sun __	3. sad __	3. sum __
4. Kip __	4. Kim __	4. lug __	4. fun __
5. an __	5. at __	5. kit __	5. lit __
6. mud __	6. did __	6. nut __	6. fit __

Part 12
Multi-Syllable Words: Whole Word
12
UNIT 7

PRACTICE

Individual Turns

Set 1 ★

1. limit __
2. upset __
3. sicken __

1. limit __
2. upset __
3. sicken __

Set 2 ★

1. relish __
2. solid __
3. unlock __

1. relish __
2. solid __
3. unlock __

Set 3 ★

1. hidden __
2. sunup __
3. unpack __

1. hidden __
2. sunup __
3. unpack __

Set 4 ★

1. redfish __
2. thicket __
3. rotten __

1. redfish __
2. thicket __
3. rotten __

UNIT 7

Part 25
Decodable Passage

PRACTICE

Pick a Pet

A _____

1 Peg said, "Dad can I get a pet? Ned got a

2 tomcat and Nick got a lapdog. Can I get one?" (21)

B _____

3 Dad said, "You can pick a pet at the Tiptop

4 Pet Shop." They got in the pickup to go to

5 the shop. (22)

C _____

6 Peg ran into the shop. Dad said, "Peg, you can

7 pick one pet, not ten." Peg got to the fish. She

8 said, "No fish." (24)

D _____

9 Peg said to the man at the shop, "Can I see

10 that kitten?" He let her pick up the kitten. "No,"

11 Peg said, "not this kitten." (26)

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